

FRANCES SHIMER  
JUNIOR COLLEGE



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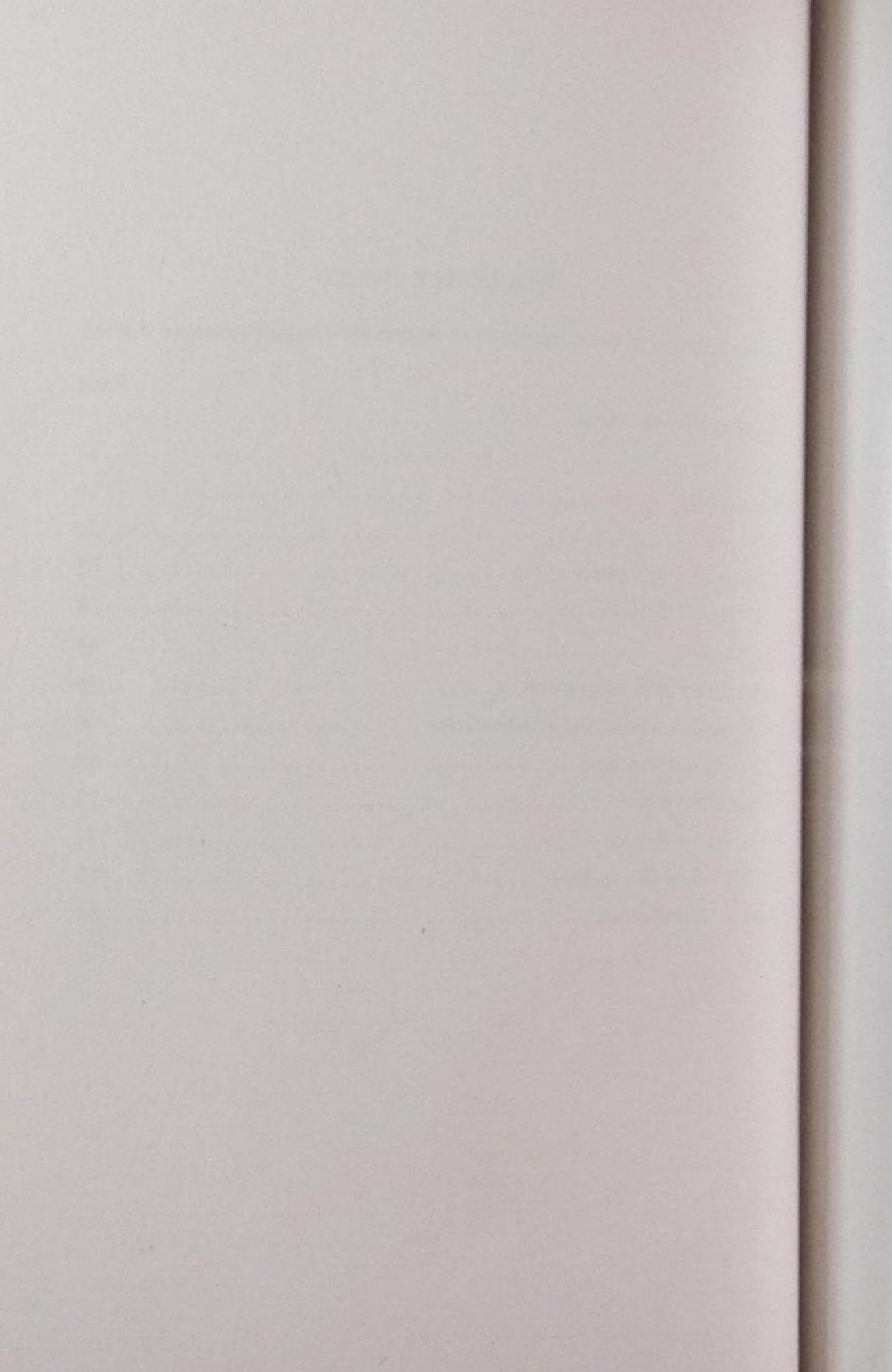
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## THE LITTLE INDEX

*A ready help for easy reference to information most commonly desired.*

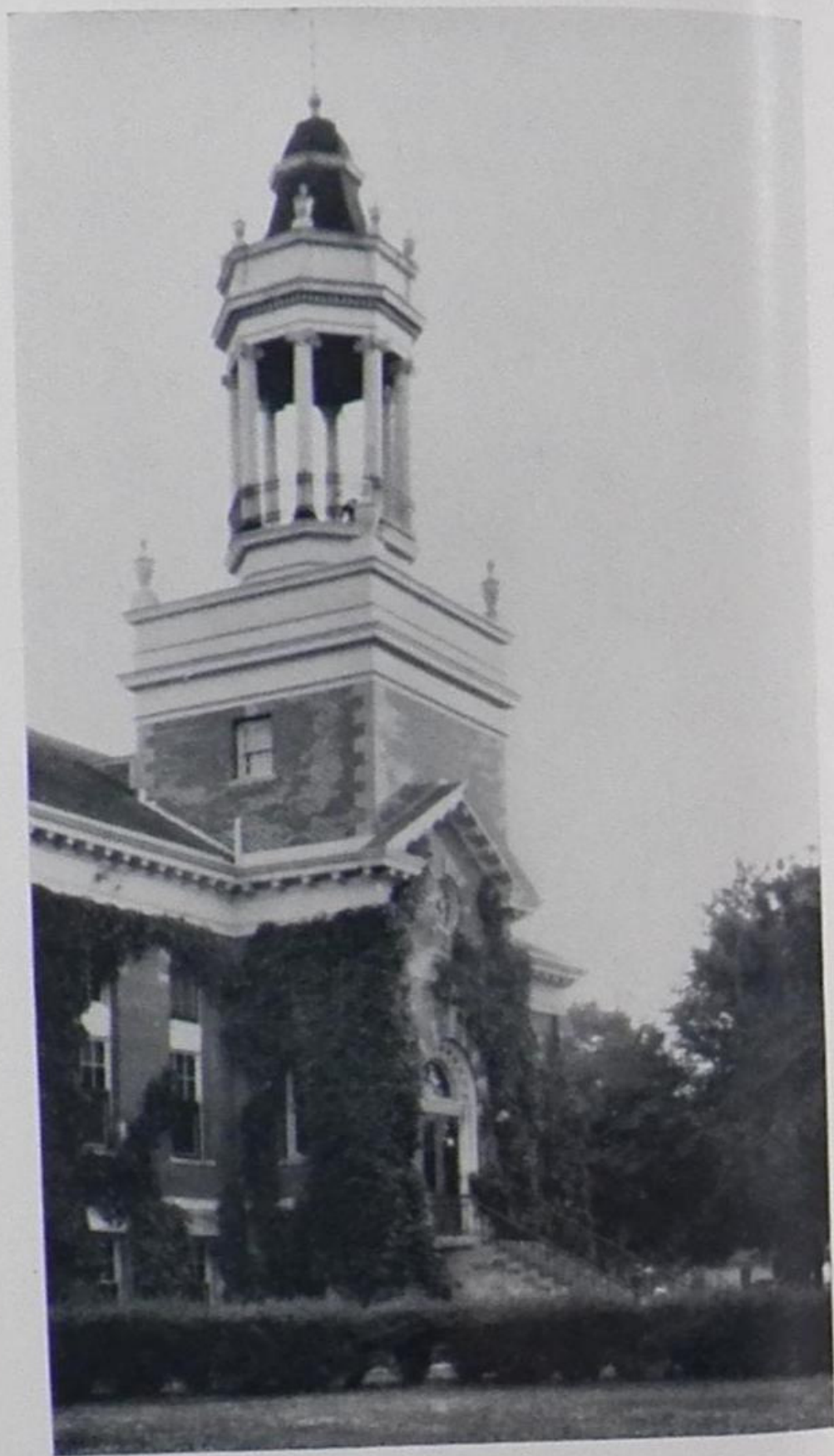
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METCALF TOWER

# FRANCES SHIMER JUNIOR COLLEGE

*and*

## PREPARATORY SCHOOL

[FOUNDED MAY 11, 1853]

MOUNT CARROLL, ILLINOIS

EIGHTY-FIFTH YEAR

1937-38

*Member of the North Central Association of  
Colleges and Secondary Schools*

*Member of the Association of Junior Colleges*

*Accredited by the Illinois State Department of Education*

*Certified by the American Medical Association  
for pre-medical study*



THE  
EIGHTY-FIFTH  
ANNUAL CATALOGUE  
for 1936-37  
and  
Announcements  
for 1937-38

Volume XXVIII - Number 5

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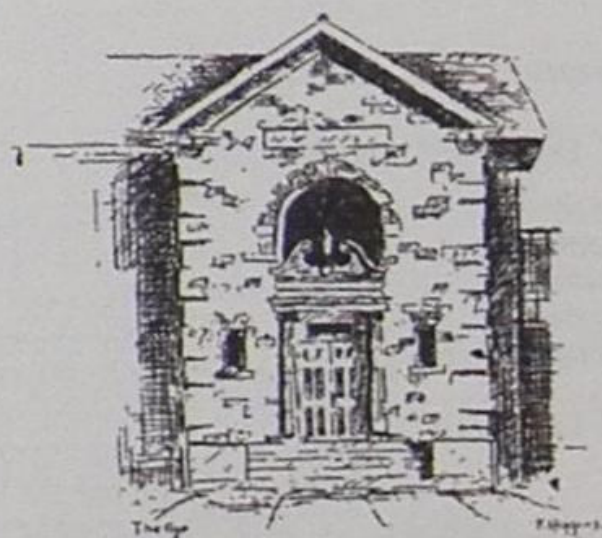
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# CALENDAR FOR 1937-38

1937		
Sept.	15 Wednesday	First Semester opens. Registration completed
Sept.	16 Thursday	Classes begin 8:00 a. m.
Sept.	18 Saturday	Reception to faculty and students.
Sept.	29 Wednesday	Last day for changes in registration.
Nov.	25 Thursday	Thanksgiving Day.
Dec.	17 Friday	Christmas vacation begins 12:00 noon.
1938		
Jan.	5 Wednesday	Christmas vacation ends. Classes resume 8:00 a. m.
Jan.	27 Thursday	Final examinations begin.
Jan.	29 Saturday	First Semester closes 4:00 p. m.
Jan.	31 Monday	Registration for second semester completed, 4:00 p. m.
Feb.	1 Tuesday	Second semester opens. Classes begin 8:00 a.m.
Feb.	15 Tuesday	Last day for changes in registration.
Feb.	22 Tuesday	Washington's Birthday.
March	25 Friday	Spring vacation begins 12:00 noon.
April	6 Wednesday	Spring vacation ends. Classes resume 8:00 a. m.
May	11 Wednesday	Founder's Day.
May	21 Saturday	Annual May Fete.
June	1 Wednesday	Final examinations begin.
June	4 Saturday	Art Exhibit.
		Reunion Day and Alumnae Association Picnic.
June	5 Sunday	Commencement Service.
June	6 Monday	Eighty-fifth Annual Commencement.

## BOARD OF TRUSTEES

### *Officers*

SAMUEL JAMES CAMPBELL, *President.*

JOHN F. MOULDS, *Vice-President.*

RAYMOND B. CULVER, *Secretary.*

WILLIAM E. GOODMAN, *Treasurer.*

P. K. MILES, *Assistant Treasurer.*

### *Class of 1937*

SAMUEL JAMES CAMPBELL, Mount Carroll

JESSIE MILES CAMPBELL, Mount Carroll

S. C. CAMPBELL, Mount Carroll

MRS. EDWIN EWART AUBREY, Chicago

### *Class of 1938*

J. H. MILES, Mount Carroll

NATHANIEL MILES, Mount Carroll

MARTHA GREEN SAWYER, Ann Arbor, Michigan

DONALD L. BREED, Freeport

### *Class of 1939*

JOHN F. MOULDS, Chicago

WILLIAM E. GOODMAN, Chicago

NORRIS L. TIBBETTS, Chicago

J. D. ELLIFF, Columbia, Missouri

GEORGE ALAN WORKS, Chicago



# OFFICERS OF INSTRUCTION

RAYMOND B. CULVER, Ph.D., President.

B.Mus., B.A., Linfield College, B.A., B.D., M.A., Ph.D., Yale University. Graduate Secretary Yale University Y.M.C.A., 1916; Secretary National War Work Council Y.M.C.A., at Headquarters, New York City, 1917; Secretary National Council of Y.M.C.A.'s, Student Division, in New England field, 1924-1926, and in Pacific Northwest field, 1926-1936; Trustee, Linfield College, 1928-1933; Member of Board of Managers, American Baptist Historical Society, 1934 — to date; Professor of Bible and Religious Education, Linfield College, McMinnville, Oregon, 1933-1936; President, Frances Shimer Junior College, 1936—.

ANGELINE BETH HOSTETTER, Ph.B., Dean, Registrar.

Ph.B., University of Chicago, 1907; Graduate student, *Ibid.*, 1909-10; Study in Paris, Summer, 1911 Graduate student, University of Chicago, Summer, 1919, and 1929; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summer, 1931; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer Junior College, 1903-04, 1905-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri, 1915-16; Instructor in Latin, Frances Shimer Junior College, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean, 1931-34; Registrar, 1934-35; Acting President, 1935-36; Dean, 1936—.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; Graduate Student, University of Chicago, Summer, 1926; Cornell University, Summer, 1936; Instructor, High School, Ulysses, Neb., 1912-13; Campbell, Neb., 1913-16; Principal High School, Normal Training Dept., Franklin, Neb., 1918-19; Instructor, High School, University Place, Neb., 1921-23; Instructor in Home Economics, Summer, Peru State Normal School, 1921; Nebraska Wesleyan College, 1922-24; Frances Shimer Junior College, 1924—.

EDNA THOREN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summer of 1916, 1919, 1921, 1934; European Travel, Summer, 1924; Student at Cours d'ete, University de Lille, Boulogne-sur-Mer, France, Summer, 1927; High School Instructor; Boone, Ia., 1912-13; Galesburg, Ill., 1915-24; Oak Park, Ill., 1924-25; Frances Shimer Junior College, 1925—.

RUBY BAXTER, A.M., Mathematics.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Columbia University, Summer, 1931; Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer Junior College, 1927—.

MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Study, Pavley-Oukrainsky Russian Ballet School, summer, 1932; Northwestern University, summers 1934 and 1935; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer Junior College, 1928—.

JUSTINE VAN GUNDY, A.M., English.

A.B., Monmouth College, 1923; A.M., University of Illinois, 1924; European travel, Summers, 1921, 1930; Summer, Cambridge, England, 1934; Summer, Columbia University, 1935; Instructor in English, University of Illinois, 1924-31; Frances Shimer Junior College, 1931—.



## FRANCES SHIMER JUNIOR COLLEGE

### ELIZABETH ANNE MOELLER, A.M., Art.

A.B., University of Iowa, 1928; A.M., *ibid.*, 1931; Scholarship, Pennsylvania Academy of Fine Arts, Summer School, Chester Springs, Pennsylvania, summer, 1933; Associate member, Iowa Art Guild. Exhibited Davenport Municipal Art Gallery, Davenport, Iowa; Joslyn Memorial, Nebraska-Iowa Artists' Exhibition, Omaha, Nebraska; Rockford Art Association, Rockford, Illinois; Des Moines Public Library, Des Moines, Iowa; Memorial Union, University of Iowa Commencement Exhibits, Iowa City, Iowa; Show, Tri-City Art Association, Davenport Art Club Galleries, January 1934. Prizes: Second Friends' of Art Prize, Tri-Cities Artists' Exhibit, Davenport Municipal Art Gallery, 1930; Honorable Mention, Rockford Art Association, April 1934; Third Prize, Davenport Municipal Art Gallery, Tri-Cities Artists' Exhibit, April 1936. Instructor in Art, Experimental Schools, University of Iowa, 1928-31; Research scholarship in Art for the Laura Spellman Rockefeller Foundation, Iowa Child Welfare Research Station, 1929-31; Frances Shimer Junior College, 1931-34; University of Montana State Normal College, 1934-36; Frances Shimer Junior College, 1936—.

### ELDON R. BURKE, Ph.D., History.

A.B., Manchester College, 1922; A.M., University of Chicago, 1926; Study, Ohio State University, summer, 1930; University of Chicago, 1927-29; '31-'32; University of Chicago, summer, 1933; Ph.D., University of Chicago, 1936; Principal, West High School, Plymouth, Indiana, 1922-24; sub-instructor, Manchester College, 1924; Professor, Ohio Northern University, 1927-31; Professor, Indiana University Extension, summer, 1932, 1934, 1936; Frances Shimer Junior College, 1932—.

### LOIS E. ENGLEMAN, B.S. in L.S., Librarian.

A.B., Millikan University, 1922; University of Colorado, summer, 1927; European Travel, summer, 1929; B.S., in L.S., Western Reserve University, 1931; Cambridge University, England, Summer Session, 1934; Instructor, South Bend Junior High School, 1925-26; Instructor, Elkhart, Indiana, 1926-30; Librarian, Akron High School, Akron, Ohio, 1931-32; Frances Shimer Junior College, 1932—.

### LEOPOLD SCHWING, A.B., Violin.

A.B., Baldwin Wallace College, 1923; Western Reserve University, Graduate School, 1931; Summer Session, Fontainebleau School of Fine Arts, 1923; Private student of G. Remy, Paris, 1923; Carl Flesch and Richard Hartzler, Berlin, 1923-25; Member of the Cleveland Orchestra, 1925; University of Wisconsin, summer, 1934, 1936; Professor of violin and theory, Cass School of Music and the Parmelee Studios, Cleveland, Ohio, 1925; Professor of violin, theory and ensemble, Illinois College, Jacksonville, Illinois, 1926-28; Professor of violin and ensemble, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

### EDNA BARR GIFFORD, Secretarial Studies.

Illinois State Normal University, 1925-26, 1928-30, summers, *ibid.*, 1926-27-29-30; Special Commercial Certificate, *ibid.*, 1930; Instructor, Mt. Carroll High School, 1929-31; Frances Shimer Junior College, 1934—.

### GLADYS GILDEROY SCOTT, G.S.M., Voice.

Guildhall School of Music, London; Challet Vicq Ecole de Chant, Paris; Special Coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, Shirley Gandell; Principal Contralto in Moody-Manners Grand Opera Company and Interstate Opera Company; Instructor, University School of Music, Lincoln, Nebraska, 1920-25; Mount Mary College, Milwaukee, Wisconsin, 1929-34; Knupfer Studio, Chicago, 1925-30; Private Studios, Chicago, 1930-34; Frances Shimer Junior College, 1934—.

### ALICE ELIZABETH RYDER, Ph.D., Physical Sciences.

Diploma, Dietitian, Battle Creek College, 1922; B.S., Teachers College, Columbia University, 1925; Cornell University, summer, 1926; M.S., University of Chicago, 1929; *ibid.*, summers, 1927-28-29; Columbia University, summer, 1930; University of Chicago, 1931-33; Ph.D., *ibid.*, 1935; Instructor and Dean of Women, Mt. Allison University, Sackville, N. B., 1925-27; Dietitian, Battle Creek Sanitarium, 1922-24; Instructor, New York State College for Teachers, Albany, 1927-31; Frances Shimer Junior College, 1935—.

## AND PREPARATORY SCHOOL

### G. HELEN CAMPBELL, A.B., Latin.

Diploma, Frances Shimer Junior College, 1934; A.B., University of Chicago, 1936; Instructor, Frances Shimer Junior College, 1936—.

### EVELYN COWAN, M.M., Piano.

B.M. in Composition and Piano, Chicago Bush Conservatory, 1936; M.M. in Composition and Piano, Chicago Bush Conservatory, 1936; Summer session, *ibid.*, 1936; Southern Methodist University, 1934-35; Special student at Lewis Institute and DePaul University, Chicago; Private student of Harold von Mickurtz, Mark Ham-bourg, Edgar Nelson and Edgar Brazelton. Instructor and accompanist, Starrett School for Girls, Chicago, 1935-36; Faculty of Chicago Bush Conservatory, 1935-36; Frances Shimer Junior College, 1936—.

### ADELINE J. C. HOWKINSON, A.M., Piano.

A.B., Augustana College, 1930; A.M., University of Iowa, 1935; University of Southern California, summer 1926; Columbia University, 1928-29; *ibid.*, 1930-31 Graduate student; Master Class Scholarship with Alfred Mirovitch, Hollywood, 1924-26; Juilliard Graduate Fellowship student at Juilliard Foundation, 1926-29, New York City. Student with Alexander Siloti, Rubin Goldmark, Albert Stoessel. Soloist Hollywood Bowl Piano ensemble, 1925; Chataqua, 1927; Pianist on Concert Tour, United States, Canada, and Northern Europe, 1928; Instructor, Missouri Valley College, Marshall, Missouri, Piano, Theory, Public School Music Methods, 1931-32; Milligan College, Milligan, Tennessee, Piano, Theory, Conducting, 1932-34; University of Iowa, Piano and Advanced Harmony, 1934-35, summer 1935; Stephens College, Columbia, Missouri, Humanities, 1935-36; Frances Shimer Junior College, 1936—.

### CAROLINE SHRODES, A.M., English, Psychology.

Ph.B., University of Chicago, 1928; University of California, 1928-29; Columbia University, summer, 1931; A.M., University of Chicago, 1932-34; Instructor, Moorpark, California, 1929-30; Gonzales, California, 1930-32; Saint Mary's Hall, Fairbault, Minnesota, 1934-36; Reader, College Entrance Examination Board, summer, 1936; Frances Shimer Junior College, 1936—.

### MARY SNYDER, M.A., Speech, Dramatic Art.

B.S., Northwestern University, 1925-29; Graduate work, Northwestern University, 1929-30; M.A., Northwestern University, 1936; Instructor in Speech and Dramatics, Cheney Washington State Normal School, 1930-35; Frances Shimer Junior College, 1936—.

### VIRGINIA WEIGEL, M.S., Biological Science.

A.B., University of Illinois, 1928; M.S., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, summer, 1930, 1935, 1936; University of Michigan Biological Station, summer, 1932; Travel, Western National Parks, summer, 1934; Instructor in Biological Sciences, Edwards-ville High School, 1928-36; Frances Shimer Junior College, 1936—.



## OFFICERS OF ADMINISTRATION

RAYMOND B. CULVER, *President.*

A. BETH HOSTETTER, *Dean.*

LOIS E. ENGLEMAN, *Librarian.*

ELIZABETH MOELLER, *Head of College Hall.*

RUBY BAXTER, *Head of McKee Hall.*

EDNA THOREEN, *Head of West Hall.*

JUSTINE VAN GUNDY, *Head of Hathaway Hall.*

MARGARET CAMPBELL CARR, *Secretary to the President.*

ANN CAVES, R.N., *Resident Nurse.*

PAUL K. MILES, *Assistant Treasurer.*

MARY D. MILES, *Accountant.*

ELLA M. FORTNA, *Head Housekeeper and Dietitian.*

HUGH WILSON, *Supt. of Buildings and Grounds.*

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### *Representatives*

RUTH HILDEBRANDT FENDER.

MARTHA BARNHART HOFFMAN.

ROBERTA LELAND RAYNER.



## HISTORY

This institution is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a self-perpetuating Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. From that date until 1931 the institution was known as The Frances Shimer Academy and The Frances Shimer School. At the latter date the trustees authorized the use of the name Frances Shimer Junior College and Preparatory School, as a consequence of a reorganization by which the four-year junior college became the chief organization unit.

The hundreds of graduates and students of Mount Carroll Seminary are included as graduates and students of the College, and this large constituency, with traditions of culture and Christian service of over eighty years, furnishes a constant source of support.

The institution was one of the first to undertake junior college work. The initial junior college class was graduated in 1909 and for some years the enrollment in the college has over-shadowed that in the academy. The Board of Trustees in 1931 authorized a reorganization in the form of a four-year junior college, beginning with the eleventh high school year and continuing through the sophomore college year.

Since the retirement of the founder three incumbents have been appointed to the office of president. In 1897 the Reverend William Parker McKee was called from the pastorate of the Olivet Baptist Church, Minneapolis, to be president. During his long administration all of the present very complete plant was built and the equipment acquired. He retired to be president emeritus in 1930 after an uninterrupted service of thirty three years. His death occurred in 1933.

Floyd Cleveland Wilcox became president in 1930. During the five years of his administration the school advanced rapidly along progressive educational lines. Upon his retirement in 1935, A. Beth Hostetter assumed the position of Acting President for one year pending the appointment of a new President.

In August, 1936, Raymond B. Culver became President after many years of experience with the Student Christian Association Movement as an executive and as a counselor with students, and in recent years as a teacher in Linfield College.



## LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over federal highway 52 and state highways 40, 72 and 78, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

## EQUIPMENT

Frances Shimer Junior College has the advantage of eighty years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

### DEARBORN HALL

(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

### HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, a common social room, with a large recreation room on the ground floor.



## EQUIPMENT

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### WEST HALL

(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor.

### METCALF HALL

(1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium. The auditorium is equipped with stage and curtain. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Durer's "Saints Mark and Paul," and St. Peter's Cathedral.

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The School is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

### COLLEGE HALL

(1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire student body. The first floor contains a drawing-room 40 x 32 feet, a broad, spacious reception hall, a parlor, a dining-room, and a service kitchen.

### POWER PLANT AND LAUNDRY

(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.

### THE INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A trained nurse is in constant residence.



## SCIENCE HALL

(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

## WILLIAM PARKER MCKEE HALL

(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room. The other floors have a parlor for the use of students, a suite of rooms for the Head of the Hall, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for college girls, and a dining-room for the entire College. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as President.

## CAMPBELL LIBRARY

(1925)

Campbell Memorial Library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The College is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete and steel. The reading-room occupies the entire first floor. The present library of more than 8,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also adequately supplied with magazines and periodicals. There are over 3,000 mounted pictures in the art files. The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the

library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Frances Shimer Historical Commission.

### WINONA BRANCH SAWYER HOUSE (1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

### GYMNASIUM AND SWIMMING POOL (1929)

The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.



## GENERAL INFORMATION

### AIMS

Recognizing that the aim of all effective education today must be to help the individual to know herself and the world in which she lives, Frances Shimer seeks by certain specific objectives and means to achieve this goal.

An alert and well-trained mind in a sound body is held to be the foundation of all satisfactory and efficient living. To this end instruction by a thoroughly trained and experienced faculty is maintained on a high college level, and each girl's physical well-being is promoted through individual attention to her health problems and through a systematic course of physical education.

Equally necessary to a balanced personality is the development of emotional poise and stability. With the conviction that intelligent and happy adjustment to the demands of the social group within the school may afford an invaluable pattern for later and more complex social adjustments, Frances Shimer makes every effort to create a group life that is well-regulated and yet gives freedom for the development of individual responsibility.

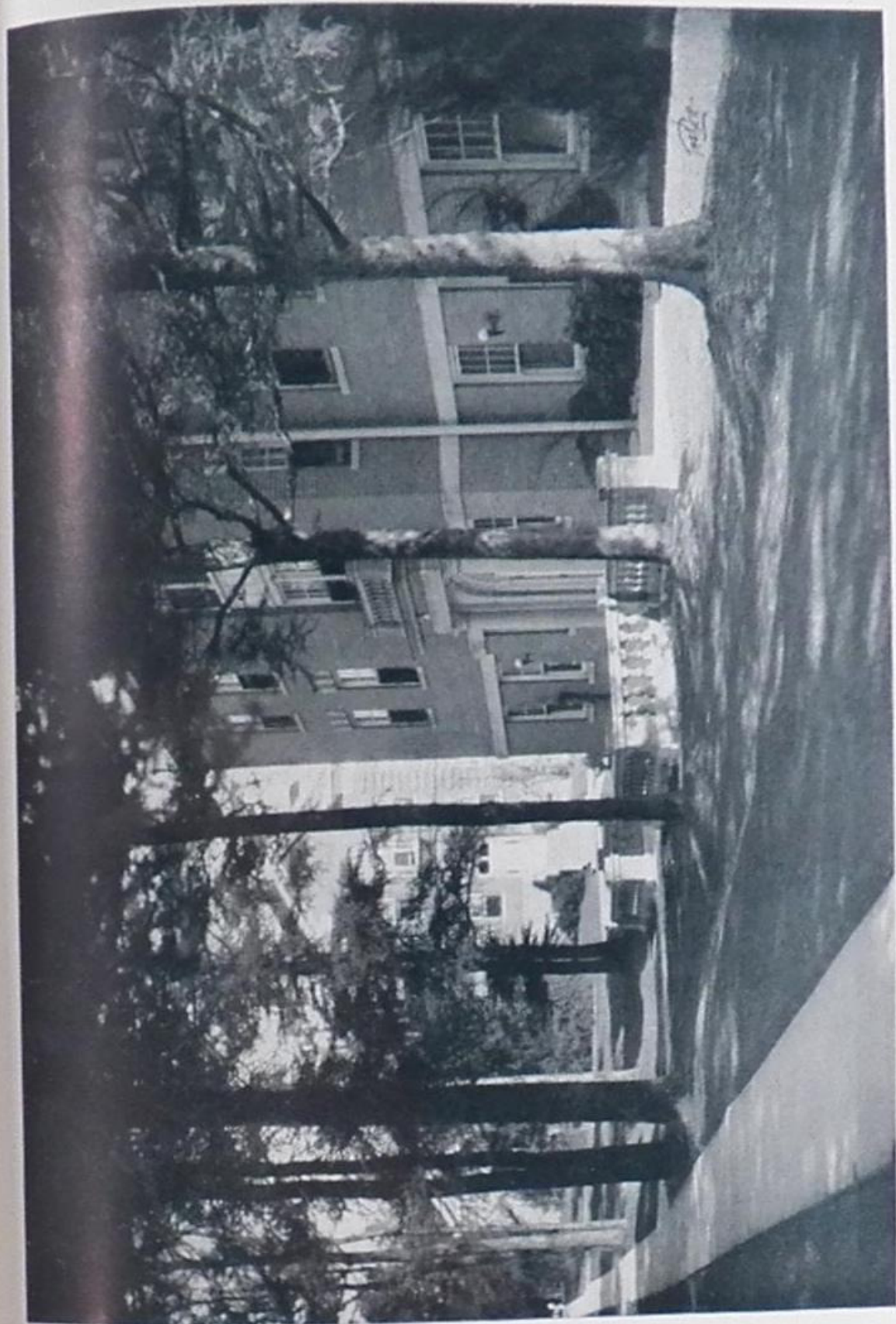
Frances Shimer believes that happiness in a changing world depends in a large measure on the cultivation of definite standards of value, moral and aesthetic, which may serve as touchstones of individual taste and conduct in a confused and experimentally-minded society. Through a well-rounded curriculum in the arts the student is acquainted with the best cultural traditions of the past and is made aware of the continuity of past and present. Student clubs afford opportunity for further development of cultural and vocational interests.

Frances Shimer seeks to inspire Christian ideals and to direct the social intelligence of the individual toward expression in altruistic action. Practical application of ideals and attitudes is afforded by the activities of a genuinely functioning student council which formulates and carries out the behavior code of the group and fosters in the students a sense of individual and social responsibility. The religious life of the group is encouraged also by the Christian Service League, and by the chapel and vesper services followed by informal discussions of individual problems around the fireside. The social, intellectual, and spiritual life of Frances Shimer is thus directed toward a goal of harmonious development in the highest ideals of womanhood.

### RELIGIOUS LIFE

As in other aspects of student life, the aim is to provide the atmosphere of a home in which religion will exercise its true function and afford opportunity for the expression of altruistic motives. The close





COLLEGE AND HATHAWAY HALLS





## GENERAL INFORMATION

relationship of student and teacher provides a desirable oversight of conduct and permits frequent conference regarding behavior difficulties.

Courses in Biblical history and teachings are provided in the curriculum. Sunday School classes, organized especially for Frances Shimer students, are maintained in the churches. The Christian Service League affords opportunity for the expression of religious idealism and serves as a cohesive force among girls of different classes and ages.

### HEALTH

Conditions on the campus have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food is wholesome and abundant. Parents will assist in preserving the good health of the students if they will limit the amount of spending money allowed for food and confectionery.

### SOCIAL LIFE

The educational process recognized by the College is organized on the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion but give valuable training in social co-operation and in worthy use of leisure. The social atmosphere of the College is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fetes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Brunswick Pantatroupe with many valuable records aids in the cultivation of an appreciation of the best in music.

The location of the College is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basketball, captain-ball, skiing, coasting, cross-country walks, riding, and picnicking are parts of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.



## GUIDANCE

Discovery of interests and abilities is a genuine part of guidance. Mental alertness is measured by the most carefully made instruments. Vocational and artistic skills and interests are determined insofar as they appear by means of various tests, examinations, and conferences.

Every student should expect to succeed in her particular interests and abilities. If conditions interfering with success can be corrected by skilled attention and devotion it is the full duty of the institution to provide the means of correction.

All teachers are experienced counselors and assist in the direction of studies to insure success by the removal of whatever obstruction is the cause of the difficulty. Success cannot always be assured but where wrong methods of study, wrong ways of getting along with people, wrong attitudes and wrong ideals interfere with the student's best achievement, much can be done by patient persistence and by the loyal co-operation of the student and her parents.

## THE DICKERSON ART GALLERY

The functions of the Gallery are twofold: it is planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods. In developing the collection the policy is to select works of art which possess charm, beauty, and human interest. It includes oils and water colors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have aesthetic character.

The collection includes canvases by the distinguished American landscape painter, William Wendt; the noted portrait painter, Ralph Clarkson; Rudolph Ingerle; the late Walter Sargent; Edgar Forkner; E. Martin Hennings, and a water-color by Albert Worcester. A group of choice etchings represents the old and modern type of that art. A cast of "Her Son," presented by Miss Nellie Walker, the sculptor, and a cast of Lorado Taft's statue of Lincoln, The Lawyer, are typical of the best in modern sculpture. A recent gift to the gallery is a case of Toltec sculptured heads from Mexico.

In addition to the permanent collection, which is installed on the second floor of Campbell Library, there are on exhibition from time to time loan collections to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Exhibits during the past two years have been one of paintings of fifteen middle western artists; water colors of historical places in Illinois, by Lane K. Newberry; paintings of artists of Northern Illinois; paintings from the Fine Arts Department of the University of Illinois; and illuminated manuscripts.



Rockwell Kent, Dudley Crafts Watson, and Lane K. Newberry have been recent Art Lecturers.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students and to the community.

### CULTURAL RESOURCES

A definite program of recitals, lectures, and conferences is maintained throughout the year. Artists, lecturers, and men and women successful in various professions visit the campus frequently during the year. Formal presentations on the platform of Metcalf Hall or on the stage of the gymnasium and informal round-table discussions in the Lounge of West Hall bring to the students the experience of men and women whose achievements have won wide recognition. A partial list of such events for the season of 1936-37 is given below:

Douglas Horton, United Church of Hyde Park.

Cameron McLean, Baritone.

Gilderoy Scott, Voice Recital.

Hansel and Gretel Opera Company.

Leo and Frieda Schwing, Violin Recital.

Mary Snyder, Speech Recital.

Charles A. Heimsath, First Baptist Church, Evanston.

Agnes Jones, Dance Recital.

Lane K. Newberry, Artist.

Garrett Leverton, Northwestern University.

Adeline Howkinson, Piano Recital.

Attendance at Fine Arts course at Sterling, Illinois:

John Charles Thomas.

Erika Morini.

Sigrid Onegin.

## STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

### STUDENTS' ASSOCIATION

The Students' Association to which every member of the Junior College belongs maintains self government in the Junior College residence halls. Effort is made to develop a feeling of responsibility by gradually giving the students opportunities for greater self-direction.

Regular meetings of the Association are held once each month. The executive committee meets each Friday with the faculty counsellor to discuss the plans and problems of the students.

### CHRISTIAN SERVICE LEAGUE

This organization sponsors discussion groups, encourages social life among the students, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work in the world. The summer of 1936 they sent a student representative to the Youth Conference held in Lakeside, Ohio.

### FRANCES SHIMER PUBLISHING ASSOCIATION

*Frances Shimer Record* is a student publication, issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

### ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department. It sponsors the inter-class hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments, and swimming meets.



### ART CLUB

The Art Club has a two-fold purpose. It is organized to co-operate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art. The Club members are occasionally invited to the homes of art collectors or the studios of professional artists. Journeys to art centers within a one hundred and fifty mile radius are made annually. The Art Club takes direct responsibility for teas and coffees given at current art exhibits and for visiting artists. Valuable social training as well as artistic is thereby received.

The second purpose of the Club is to develop skills which should be productive of joy in school life and give resources within, which enable the student to make worthy and happy use of leisure. The special club room maintained by the Art Club goes far in making possible the opportunity for any student to pursue a worthwhile craft or hobby. Equipment for metal work, printing, wood carving, modeling, and numerous other useful and beautiful crafts is available for student use in this room.

The Club is open to students of Art History, Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The Club pin is a small symbolical gold palette with brushes.

### DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

### THE BOOK CLUBS

The Book Clubs are organizations of girls especially interested in the study and enjoyment of the best in contemporary literature — fiction, poetry, drama, and essay. The groups meet informally before the fire on Sunday afternoons to engage in conversation about recent books and authors. Free exchange of opinion is encouraged, supplemented by discussion of a leader and excerpts from periodical reviews.

## INTERNATIONAL RELATIONS CLUB

This organization, which is open to all students enrolled in the junior college, has as its aims the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

## LATIN CLUB

The Latin Club is organized under the name *Fori Sociae Sorores*. Membership is coveted among the members of the Latin classes and is dependent upon scholastic standing. The function of the Club is both social and educational. The members meet once a month.

The program for the year included formal initiation of new members; two programs presented by the members of each Latin class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-clad guests reclined in true Roman fashion and dined from characteristic Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.

## BOOTS AND SADDLE CLUB

This club was organized for young women interested in better equitation. The club meets once a month for a study of types of saddle horses and nationally known horses of the show ring. Sleigh rides and hay rack parties are enjoyed when the weather permits.

Each year the Boots and Saddle Club sponsors two gymkhanas, two all night horseback trips to the rocky bluffs of the Mississippi, two formal banquets, and a trip to the International Livestock Exposition in Chicago.

## DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer.



### TRAVEL CLUB

The aim of the Travel Club is to stimulate an interest in travel. Through the personal accounts of experienced travelers and the reading of available travel literature it is believed that the members of the Club will gain an appreciation of the cultural attainments of foreign peoples, together with a conception of the scenic beauties of their homelands.

### ARTS AND CRAFTS CLUB

This club was organized for those who enjoy doing handwork in their leisure time. Members have worked on various projects in leather tooling, knitting, and quilt making.

### THE SPLASH CLUB

This Club is open to girls who have a special interest in swimming and a desire to improve their ability in this sport. Perfection in strokes, speed, and endurance as well as the Red Cross Life Saving tests prove interesting material for work.

### PRO MUSICA

This club is composed of a limited group of talented music students who meet on the second Sunday afternoon of the month for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and endeavors to foster the love of good music. Membership is by try-out under the supervision of the Dearborn Faculty.

### PHI THETA KAPPA

The Beta Sigma chapter of Phi Theta Kappa, Junior College Scholastic Honorary Society, was installed in 1932. Membership in this society is limited to the upper ten per cent of the student body of the Upper Division.

## THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College organized its first junior College class in 1907 and since 1909 has graduated successive classes.

For students who wish to avoid the mass education and consequent inattention to individual needs that characterize our universities the well-organized junior college of high academic standing offers an excellent preparation for the more specialized work of the upper years of the university and the graduate school. The successful transition from the relatively sheltered and directed life of the high school period to the more strenuous self-directed life of advanced university work is more nearly assured by attendance at a junior college where attention is directed both to high educational standards in harmony with university requirements and to training in the acquisition and expression of those individual and social controls that ensure adequate stability of character.

The many opportunities for exploring and testing one's abilities and interests within the field of the curriculum as well as by means of the social and cultural resources available make the junior college an unexcelled institution for those who wish to conclude their formal education with the expiration of the junior college years.

To these two groups of students the Junior College curriculum is adapted. Those students who wish the work of their first two years to meet the requirements of the upper division in the universities are guided into the academic course which is described on page 36. On the other hand those students whose interests and aptitudes are clearly defined in music, art or speech are urged to enjoy the pursuit of these arts and at the same time acquire a cultural background which will be both interesting and useful to them. To such students an adaptation of the General course described on page 36 is recommended, or one of the more strictly pre-professional courses.

### ORGANIZATION

The plan of organization is based upon the thesis that the needs of the students should govern the structure of the program under which they do their work. The physical, mental, and emotional characteristics of students included in the eleventh and twelfth high school years and in the Freshman and Sophomore college years are so similar that for purposes of efficient organization and administration these four years are integrated into one group, the first year being designated Freshman, the second Sophomore, etc. Administratively, the integration is now complete



and parallel changes in the curriculum are being made as rapidly as the requirements of universities permit. Consequently, the last two high school years and the first two college years are administered as one group both in respect to classroom organization and procedure and to extra-classroom life and activities.

Since the middle point of the four-year program is identical with high school graduation, particular care is taken to satisfy standard entrance requirements of four-year colleges and universities.

The organization of the college reveals the very liberal conception of education. It is held to be something more than the entrance requirements of universities seem to imply. Consequently, the rich life-bearing fields of the fine arts are placed on a level equal to that of the subjects more readily accepted by the universities. Very generous minima of time spent in study in these fields are allowed for graduation and no restrictions in the nature of special fees are placed around them. All work in speech and the expressional aspects of language are likewise without restriction open to all qualified students.

The ninth and tenth high school years are organized into the Preparatory School, a description of which is to be found in another section of this catalogue, (see page 74). Chief attention is given to the fundamental studies in order that when opportunity in the junior college provides participation in broader fields of study and activity full advantage may be taken of it. Additional work in music, art and speech may be taken during this period providing the quality of the scholastic work warrants it.

### ADMISSION

Application for admission is made on a special application form which will be furnished upon request. When accompanied by a registration fee of ten dollars for reservation of a room, the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required, although certain psychological tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh high school year) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded



when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

### MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

B—Above average

C—Average

D—Below average

E—Failure

The average or C group constitutes from 40 to 60 per cent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject for the semester is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the next ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Reports of students registered in the Preparatory School are sent to parents also at the end of the second six weeks' period. Additional reports will be sent upon request to parents at any time.

### REQUIREMENTS FOR GRADUATION

A minimum residence of one year is required for the diploma of the Junior College and for the high school graduation certificate. The diploma of the Junior College will be granted upon the completion of one hundred twenty-four (124) semester hours' credit in the four years' course, or of



60 hours in the upper division. Sixty-four semester hours, or enough to complete 16 high school units, must be completed in the lower division if a certificate of graduation from high school is desired.

A student may receive a diploma of graduation from high school under either of the following plans: plan I, two subjects pursued for three years each and two subjects pursued for two years each, these subjects to be selected from the following five groups, English, Foreign Language, Mathematics, Science, Social Studies; or, plan II, three years of English, including fourth year English, two years of a language, one year of history and one year of science taken in the eleventh or twelfth grade, algebra and geometry. Under either plan, the additional units to total 16 may be electives for which credit is given by the school.

Six semester hours of English in the upper two years are required of all candidates for the Junior College Diploma; the remaining fifty-four hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to make the Junior College a completion school. Physical Education is prescribed for all students.

For the diploma of the Junior College a number of grade points equal to the number of semester hours of credit must be secured. This signifies an average grade of C. For recommendation to college or university the same degree of proficiency must be achieved. Preferred recommendation, however, is given to students who rank in the upper two-fifths of their class. Credits of students whose average grade is below C will be transferred upon request to another institution, but without recommendation.

### SCHOLARSHIPS AND AWARDS

#### *Scholarships for Daughters of Ministers*

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

#### *Scholarships for Students of Superior Ability*

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students of ability and determination who could not otherwise attend college, the Trustees have set aside a limited portion of the institution's annual income to be used for this purpose. The assistance takes the form of merit scholarships and service scholarships.

Merit scholarships are available to high school graduates who are included in the upper quarter of their graduating classes. A student will be expected to maintain an average grade of B. Failure to maintain this average grade results in forfeiture of the scholarship. The scholarship amounts to \$200.00, \$100.00 of which is payable in two equal installments each year.

Various opportunities for self-help are available. The most remunerative and least time-consuming are those involving table service in the dining room, the compensation for which amounts to \$200.00 per year. There are assistantships in various departments such as music, library, infirmary, physical education, laboratory, Dean's office and President's office which provide from \$100.00 to \$200.00 per year, the most frequent compensation being \$150.00 per year. Various clerical tasks, often requiring typing skill, pay from \$100.00 to \$150.00 per year, depending on the amount of time expended.

### *Honor Scholarships*

A senior scholarship amounting to one hundred and fifty dollars may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year. Two scholarships amounting to five hundred dollars each may be granted to new students entering the first year of college (junior high school year), payable one hundred dollars per year in the lower division and one hundred fifty dollars per year in the upper division.

On recommendation of the faculty, two honor scholarships amounting to three hundred dollars each, payable one hundred fifty dollars per year, may be granted to Frances Shimer students who have completed the work of the lower division.

### *The Honor Scholarships*

The Faculty awarded an Honor Scholarship in the Lower Division in June, 1936, to Ellen Birkett. The Senior Honor Scholarship was given to Mary Jane Phelps.

### *Educational Aid Association Scholarship*

The Educational Aid Association of Frances Shimer Junior College provides an annual scholarship of one hundred dollars, which is awarded on the basis of deserving need.

### *The Jessie Miles Campbell Prize*

The Jessie Miles Campbell Prize of ten dollars for excellence in Latin was awarded in 1936 to Ellen Birkett.

### *The Ileen Bullis Campbell Prize*

The Ileen Bullis Campbell Prize in History is an annual award for excellence in the field of History. This prize was awarded in 1936 to Mary Long.



## THE JUNIOR COLLEGE

### *The James Spencer Dickerson Prize*

The James Spencer Dickerson Prize to the student who shows the greatest amount of progress in Art was not awarded in 1936.

### *The Dramatic Club Prizes*

The Dramatic Club offers two annual awards of ten dollars each, one for excellence in Acting, and one for excellence in Stage Production. The names of the recipients of these honors, as selected by a joint committee of faculty and Dramatic Club members, are engraved on the silver plaque which hangs in the Green Room. In 1936 the prize in Acting was divided between Nancy Hutchins and Harriet Plous, and the prize for Production was divided between Elizabeth Boldenweck and Donna Hoffman.

### *The Elizabeth Percy Konrad Trophy*

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Mary Danashon won the trophy in 1936.

### *The Golf Trophy*

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. Mary Elizabeth Ulen won the cup in 1936.

### *The Tennis Trophy*

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Margaret Ewald was the winner in 1936.

## SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture for 1935-36 was given by Zona Gale.

## EXPENSES FOR THE COLLEGE YEAR

Beginning with 1931-32 the policy of charging a single inclusive fee covering the total expense for the year was inaugurated. There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the College. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

*Tuition and living for the scholastic year, \$790.*

This single fee includes the charge for board, room, laundry, and all academic instruction as formerly, and in addition includes all special fees



previously charged, such as class work and private lessons in music, harmony and analysis, voice, art, and speech; use of practice rooms, library, swimming and swimming instruction, gymnasium instruction, the secretarial course, laboratory courses in physics, chemistry, biology, physiology, foods, clothing, and all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made, as formerly, for extra studies taken in addition to the prescribed number. The facilities of the Infirmary as well as the services of the nurse are available to students without charge. This includes common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the student. Certain courses in home economics and art where materials are consumed or used according to the taste and desires of the individual and become the property of the student involve a charge for the actual materials consumed or used.

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded, providing notification is received before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the School may pay a fee of \$200 for the college year. This includes all special fees of whatever nature, except those of the Infirmary.

Rooms are generally planned to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.

### TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts, including those owed to the College Book Store, must be settled in full before permission is given to take the final semester examinations, January 27 and June 1, 1938. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full. Students entering for the second semester only will pay at the rate of \$430 for the semester.

### HOUSE STUDENTS

Due on or before September 15, 1937:

For the first semester.....\$430.00

The \$10 registration fee will be credited on this payment.

Due January 1, 1938, and payable not later than February 1:

For the second semester.....\$360.00



## THE JUNIOR COLLEGE

### DAY STUDENTS

Due on or before September 15, 1937:

For the first semester.....\$100.00

Due January 1, 1938, and payable not later than February 1:

For the second semester.....\$100.00

*Expenses for Preparatory School Students may be found on page 74.*

### MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

While most incidental expenses are governed by purely personal inclinations, a few that are commonly incurred by all students may be mentioned. A student is requested by her class to pay class dues of about \$4.50 per year, a large part of which is used to defray expenses of the class prom. Clubs to which a student may belong request small contributions for special occasions. For all such purposes it is probable that ten dollars per year will be the maximum requested of each student.

A student bank is maintained in the Business Office. Deposits and withdrawals for personal expenses may be made at stated intervals.

### WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of

any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw voluntarily or upon request.

### CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application to the Registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.





## COURSES OF INSTRUCTION

For convenience the courses are divided into two groups, lower division and upper division, the lower division comprising the first two years and the upper division the second two years of the Junior College.

The courses of instruction are classified into seven groups, viz., biological science, fine arts, home economics, language and literature, physical science, secretarial studies, and social science. These are arranged alphabetically in the order listed above:

The scheme is as follows:

- a. Biological Science — Physiology, biology, botany, evolution, physical education.
- b. Home Economics — Clothing, foods, design, home planning and furnishing, home management.
- c. Fine Arts—Music, art.
- d. Language, Literature and Speech Arts—English, Latin, French, German, Speech, Dramatic Art.
- e. Physical Science and Mathematics—Physics, chemistry, astronomy, algebra, geometry, trigonometry, calculus.
- f. Secretarial Studies—Typewriting, stenography.
- g. Social Science—History, civics, sociology, economics, geography, psychology, education, religion.

The numbering of courses indicates the year in which they normally are given. For example: English 11 is given in the first semester of the first year of the Junior College (11th grade of high school). English 12 is given in the second semester of the same year. The number 21 indicates a course given in the second year, etc. An odd number indicates the first semester, while an even number indicates the second semester. Courses are required to be taken in the year specified unless otherwise indicated. Registration in certain courses may be secured by qualified students who secure the consent of the instructor.

In a similar manner courses numbered 31 are courses taken in the first semester of the third year of the junior college, equivalent to the first year of college, and the courses numbered 41 are regularly taken the first semester of the fourth year.

Students desiring to continue their academic work in a university or a four year college with junior standing should meet as far as possible the requirements of the first two years of the college to which they intend to transfer. In case this college is not definitely determined the pre-academic course outlined below is recommended.

## SUGGESTED ACADEMIC COURSE

## JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31 .....	3	English Composition 32 .....	3
Biology 31 .....	4	Biology 32 .....	4
History 31 or 33 .....	3	History 32 or 34 .....	3
Foreign Language, French or German .....	3 or 4	Foreign Language, Continued .....	3 or 4
Speech 31 .....	2	Speech 32 or 34 .....	2
	<hr/> 16		<hr/> 16

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41 .....	3	English Literature 42 .....	3
Economics 41 .....	3	Sociology 42 .....	3
Foreign Language, Continued .....	3	Foreign Language, Continued .....	3
Psychology 41 .....	3	Art History 48, or Chemistry 32 .....	3 or 4
Art History 47, or Chemistry 31, or Mathematics 31, or History 31 or 33 .....	3 or 4	History 32, or 34, or Mathematics 32 .....	3
	<hr/> 16		<hr/> 16

For students who do not intend to carry their college work beyond the two years of the upper division a general course is recommended which will give a broad cultural background in preparation for intelligent social living.

## GENERAL COURSE

## JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 31 .....	3	English 32 .....	3
Biology 31 .....	4	Biology 32 .....	4
Music Appreciation 33 .....	2	Music Appreciation 34 .....	2
Speech 31 .....	2	Speech 32 or 34 .....	2
Electives .....	4	Electives .....	4
	<hr/> 15		<hr/> 15

Suggested Electives: History 31 or 33 and a foreign language.



# COURSES OF INSTRUCTION

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41 .....	3	English Literature 42 .....	3
*Economics 41 or History 31 or 33 .....	3	Sociology 42 or History 32 or 34... ..	3
Psychology 41 .....	3	Art History 48 or Graphic Art 38... ..	3
Art History 47 or Graphic Art 37... ..	3	*Electives .....	6
**Electives .....	4		
	16		15

\*Economics must be preceded by a year of History.

\*\*History and Literature of the Old Testament, History and Literature of the New Testament, Advanced English Composition and Education are recommended electives.

## COURSES IN THE FINE ARTS

Students who wish to develop their ability in music, art, or dramatics either for the cultural value of these arts or with a view toward professional training should follow the curricula outlined for these departments on pages 46, 49, and 63.

## SPECIAL COURSES

The curricula in Physical Education, Home Economics, Library Science and Secretarial Studies are not meant to be terminal in their character. They are designed to meet the demands of students who desire to continue their general education in college and at the same time pursue an interest or increase a skill. These curricula are described on pages 40, 41, 61, and 68.

## THE COURSE IN EDUCATION

Students who desire at the end of two years of college work to obtain the Illinois Limited Elementary School Certificate should follow the curriculum outlined on page 73. Students who have completed these requirements will be recommended for the appropriate certificate in other states also.

## DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

## BIOLOGICAL SCIENCES

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter, to teach them to know and to enjoy their environment, and to help them understand the interdependence of plants and animals and their relation to the physical world.

The large well-lighted laboratory is equipped with compound microscopes, slides, charts, and models. A micro-projector, recently purchased, has given new interest to the laboratory work.

11-12—ELEMENTARY BIOLOGY. A unit course for lower division students presenting a study of plants and animals, their lives, functions, environment, and economic importance. Field trips familiarize the student with local flowers, birds, and insects. Special emphasis is placed upon human biology and public health.

*Three class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.*

31-32—GENERAL BIOLOGY. An introduction through plants and animals to fundamental biological facts. Typical forms are studied with reference to physiological processes, evolution, ecology and economic importance. Recommended to all juniors. Prerequisite for Physiology 41.

*Two class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.*

41—PHYSIOLOGY. A general survey of the origin, development, and functional processes of the human body. It is recommended for science, pre-medical and pre-nursing courses. High school physiology is desirable. Biology 31-32 a prerequisite. Open to seniors only.

*Two class meetings and two two-hour laboratory periods per week, first semester. Four credits.*

42—BOTANY. A study of the identification and classification of seed plants and ferns, with special emphasis on those native to northwestern Illinois. The course is designed for those who desire more work in botany than is given in the General Biology course.

*Two two-hour laboratory periods per week, second semester. Two credits.*

43—EVOLUTION. That evolution has taken place is shown definitely in geological history, comparative anatomy, embryological development, natural classification, geographical distribution and experimental breeding. Open to seniors and to others by approval of instructor.

*Two hours per week, first semester. Two credits.*



## PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good sportsmanship, high ideals of team co-operation, and a desire for continued physical activity.

At the beginning of each year each student is given a physical examination to determine general health condition, physical efficiency, and individual needs. Upon the basis of this examination, complete records of which are kept, each student is assigned to a particular phase of the program of activities. Examinations are repeated in whole or in part as often as desired. Weight and development records are secured with sufficient frequency to insure adequate oversight of all students.

Each student is required to have a gymnasium costume consisting of two romper suits, white socks, and shoes. Dancing sandals and swimming suit are also required for those who participate in these activities. Since the regulation with reference to the costume requirements will be strictly enforced, it is necessary to purchase the uniform through the Book Store after arrival.

In the fall and spring the classes engage in outdoor activities, such as tennis, golf, field hockey, baseball, and riding. The annual May Fête is an event requiring many varieties of athletic ability. Winter work includes basketball, volley ball, indoor work, and dancing, both tap and ballet. Swimming is offered throughout the year. During the year opportunity is given to pass Red Cross Junior and Senior life saving tests.

### REQUIREMENTS FOR GRADUATION

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for upper division students. Credit for Physical Education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

## THE PHYSICAL EDUCATION COURSE

Junior College students of the upper division who desire to major in Physical Education are given the opportunity to take work covering the first two years of a four-year course.

Physical Education is not unlike other specialized fields in that the first two years of study are largely concerned with a general education to give a broad background before starting on the more specialized work.

Students who have a special interest in teaching Physical Education find unusual opportunities for assisting with the sports program.

The following suggested courses may be modified to meet the individual needs of the student and the requirements of a specific school to which she may wish to transfer after completing her first two years.

### JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Biology 31 .....	4	Biology 32 .....	4
English Composition 31 .....	3	English Composition 32 .....	3
History 31 or 33 .....	3	History 32 or 34 .....	3
Foreign Language, French or German .....	3	Foreign Language, French or German .....	3
Speech 31 .....	2	Speech 32 or 34 .....	2
Physical Education .....	—	Physical Education .....	—
	15		15

### SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41 .....	3	English Literature 42 .....	3
Chemistry 31 .....	4	Chemistry 32 .....	4
Physiology 41 .....	4	Electives .....	8
Electives .....	4	Physical Education .....	—
Physical Education .....	—		15
	15		15

Suggested Electives: Psychology, Voice and Diction, Music Appreciation, Piano, Graphic Arts 37-38, Art History.

### COURSES

- 11-12—PHYSICAL EDUCATION. Required of all freshmen.  
*Four periods per week, both semesters. One-half credit each semester.*
- 21-22—PHYSICAL EDUCATION. Required of all sophomores.  
*Four periods per week, both semesters. One-half credit each semester.*
- 31-32—PHYSICAL EDUCATION. Required of all juniors.  
*Two periods per week, both semesters. One-half credit each semester.*
- 41-42—PHYSICAL EDUCATION. Required of all seniors.  
*Two periods per week, both semesters. One-half credit each semester.*



# HOME ECONOMICS

The courses offered in this department are planned for two classes of students, those who expect to specialize later in Home Economics, and those who desire some fundamental knowledge of household problems.

Students who register for courses in Home Economics should elect courses in art which correlate closely. Elections should be made in consultation with the instructor.

Recommended elective courses in addition to those named below are: Art History 47-48; Organic Chemistry 41; Botany 42; English 41-42.

## SUGGESTED COURSE IN HOME ECONOMICS

### JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Design 33.....	3	Home Management 42, or Home Planning and Furnishing 38.....	3
Chemistry 31.....	4	Chemistry 32.....	4
Biology 31.....	4	Biology 32.....	4
English, 31 .....	3	English, 32 .....	3

### SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Clothing 31 .....	3	Advanced Clothing 32.....	3
Foods 35 .....	4	Advanced Foods 36.....	4
Psychology 41 .....	3	Education 42 .....	3
Physiology 41 .....	4	Home Management 42, or Home Planning and Furnishing 38.....	3

11—COOKING. Study of the classes of food and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery.

*Two class periods and three two-hour laboratory periods per week, first semester. Four credits.*

12—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality.

*Two class periods and three two-hour laboratory periods per week, second semester. Four credits.*

13-14—HOME AND FAMILY PROBLEMS. This course deals with the functions of the home and the types of problems pertaining to home life. The responsibilities of the home maker in respect to the physical, economic, social, educational, and civic aspects of family life are considered.

*Four hours per week, both semesters. Four credits each semester.*

31—CLOTHING. Construction of garments; study of textiles as to fiber, weave, tests; textile economics, hygiene of clothing; choice and care of clothing; budget study. Prerequisite or concurrent, Design 33.

*One class meeting and three two-hour laboratory periods per week, first semester. Three credits.*

32—ADVANCED CLOTHING. Advanced textile study; application of principles of design to costume; study of historic costume in relation to modern dress. Prerequisite, Clothing 31 or Sewing 12.

*One class meeting and three two-hour laboratory periods per week, second semester. Three credits.*

33—DESIGN.\* Study of the fundamental principles of design and their application to dress, architecture, and other forms of construction. A study of line and color; lettering. Not offered in 1937-38.

*One class meeting and three two-hour laboratory periods per week, first semester. Three credits.*

35—FOODS. Composition, selection, commercial processes; foods from the chemical and physical standpoint; consumer's responsibility; pure food legislation; preparation of food, factors of cookery, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

*Two class meetings and two three-hour laboratory periods per week, first semester. Four credits.*

36—ADVANCED FOODS. Foundations of normal human nutrition; nutritive values in relation to cost, cost of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics 31 and Chemistry 32 which may be taken concurrently.

*Two class meetings and two three-hour laboratory periods per week, second semester. Four credits.*

38—HOME PLANNING AND FURNISHING. A study of historic types of architecture and their influence upon present-day styles; house plans; relation of good design in the planning and furnishing of a home conveniently and artistically; study of plumbing, heating and lighting; period

\* As a substitute for this course in 1937-38 students are referred to Graphic Arts, 37-38. See page 47.



furniture and furnishings. Prerequisite, Home Economics 33. Alternates with Home Economics 42.

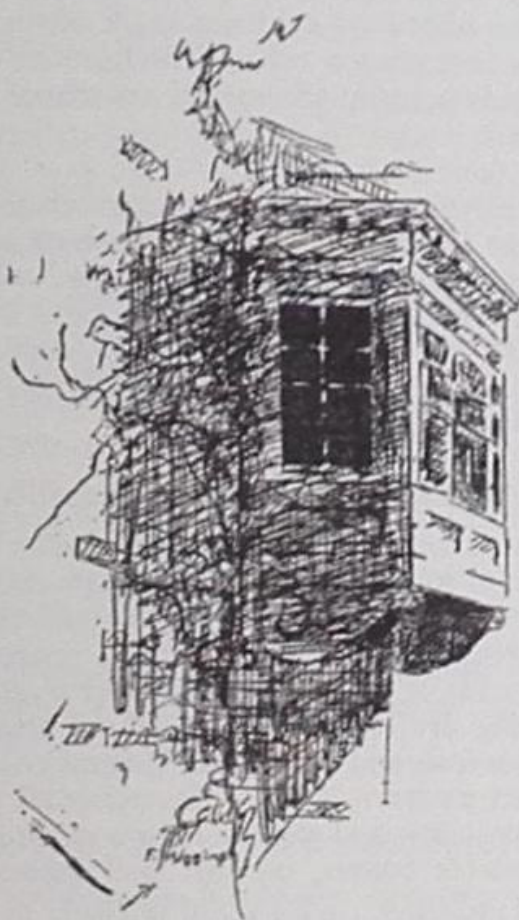
*One class meeting and three two-hour laboratory periods per week, second semester.*

*Three credits.*

42—HOME MANAGEMENT. A study of household expenditures with approximate percentages at different income levels, investments and savings, clothing and food for the family, household equipment and its care, schedule of work, care of the house, and home laundering. If this course is to be transferred for credit, it must be preceded by, or be taken parallel with, Economics 41.

*Three hours per week, second semester.*

*Three credits.*



# GRAPHIC AND PLASTIC ARTS

## *The Study of Art in the Junior College*

The four-year Junior College organization enables the young woman to begin professional art study two years in advance of what heretofore has been possible. The courses of study offered in the art department are so arranged that the first two years of general art study are linked with the last two years of special study, thus uniting the four years into one integrated unit. The break which ordinarily occurs between art in high school and art in college, university or institute is thus eliminated. At the completion of the junior college art course the student is equipped with four years of systematic and integrated art instruction in addition to the regular academic work which any significant college or university offers. The several years of integrated practice and work in art speak for themselves, and are to be eminently preferred to the year or two of scattered study. The additional academic work offered to the student in such a four year course gives a cultural background not afforded by a similar period of attendance in the special art school following the regular secondary school.

It is unquestionably true that the student with this background will be prepared to make significant creative contributions to contemporary art and life whether it be in a university, an art school, a home or a professional position. As a contributor to the economic and aesthetic life of a more complex community, the junior college graduate in art will be able to foster meritorious performance in proportion to her discrimination and artistic judgment.

## *Art Expression in School Activities*

Competitions and contests conducted periodically and annually challenge the art students to an awareness of the practical need for art in every-day life. Monetary awards and prizes, publication of distinctive designs in the numerous Junior College printed programs, bulletins, and in *The Record* are some of the devices employed to give adequate recognition to outstanding art students. The official school seal, program-cover designs for musicals and plays, and illustrations for this catalogue were designed by art students as major departmental projects. Festivals, bazaars, pageants, concerts, and athletic events inspire students to create appropriate and suitable posters, unusual wall decorations and screens.

The Art Club members, consisting of students in classes in Graphic Arts and in History of Art, as well as other interested students, sponsor teas and coffees in conjunction with current exhibitions of art shown at the Dickerson Art Gallery. Receptions given for visiting painters, sculptors and art lecturers provide inspiring personal contacts with artists of



national importance. An exhibition of student work is held annually. The Art Club maintains a special club room near the art studio for the use of those students interested in following significant and worthwhile leisure time crafts. Equipment for metal work, printing, wood carving, and other crafts, acquired by the club, is utilized in this room. Numerous experimental projects in art-crafts are developed in the Art Club workshop.

The Frances Shimer Junior College is one of the first institutions of its kind to have established an art gallery. The history of the gallery and the permanent collection are described more fully under the heading of General Information in another section of this catalogue. Students have unlimited opportunity to study the permanent works of art both in organized class work and informal visits to the gallery.

### *Objectives of the Art Department*

The courses in Graphic Art aim:

1. To engender love of beauty by making the student artistically and personally aware of forms showing fine arrangement of line, mass, value and color—a beautiful painting, an excellently proportioned building, a finely decorated fabric, or an inspiring piece of sculpture.
2. To develop standards of good taste by helping the pupil to promote the habit of thoughtful considerations before making decisions which involve judgment and choice in the selection and arrangement of things intimately connected with daily living. The establishment of standards of good taste and discrimination give the correct background to the young woman who will become a dynamic force for good in a community.
3. To acquaint the students with the finest expressions of the past so she will understand and enjoy her rich inheritance in Art.
4. To gratify the desire to create by affording exercise in the technical processes through which works of art are expressed and understood.

### GRAPHIC ARTS FOR LOWER DIVISION STUDENTS

Art courses are general during the first two years of the Junior College. They include free-hand drawing from nature, life and still-life, perspective, lettering, decorative designing, painting, modeling, and history of art. Courses 11-12, and 21-22, respectively, designed for freshmen and sophomores, are more fully described on page 46.

## GRAPHIC ARTS FOR UPPER DIVISION STUDENTS

The art courses in the upper division are "special" or "departmental." Students expecting to specialize in art, to enter art schools, or to major in art at any of the universities should confer with the instructor before planning a course of study in order to secure a proper selection of courses.

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the junior and senior years of the Junior College.

## COURSE IN GRAPHIC ARTS

## JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Drawing and Composition 31.....	3	Drawing and Composition 32.....	3
Lettering 33 .....	1	Perspective 34 .....	1
English Composition 31 .....	3	English Composition 32 .....	3
Electives .....	8	Electives .....	8
	15		15

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Drawing, Composition and Painting 41 .....	2 or 3	Drawing, Composition and Painting 42 .....	2 or 3
Design 43 .....	2	Advertising Art 44 .....	2
History of Art 47 .....	3	History of Art 48 .....	3
Electives .....	7 or 8	Electives .....	7 or 8
	14 or 16		14 or 16

11-12—GRAPHIC ARTS. The purpose of this course is to give the generalized type of art training indispensable during the high school years. Drawing from life, imagination, and memory, and sculptural casts is stressed. Color is used intermittently as the need for it arises in illustration and composition. Commercial problems in design and lettering incorporating simple advertising lay-out techniques are given in accordance with group interest and ability. Abstract designs emphasizing harmonious relationships of line, and mass also play an important part in the year's program.

Principles of perspective are employed as they are needed in illustration, landscape sketching, and life drawing. Problems in crafts, costume design and theatrical design are developed to enrich all of the foundation work in drawing and illustration. Illustrated lectures on History of Art from classic to Renaissance times, one period each week. Note books and outside readings required.

One class meeting and four two-hour studio periods per week, both semesters.

Four credits each semester.



21-22—GRAPHIC ARTS. The design structure and the color pattern of all types of art composition are emphasized in this course. Water color and tempera paintings are done in various techniques. The possibilities of color as a medium of art expression are stressed in printing from life and in painting from imagination. Color in abstract design problems is given a different significance and importance. History of art lectures from Renaissance to modern times will lay particular emphasis upon the evolutionary development of the use of color in painting (from the time of the discovery of oil painting). Designs are related to applied arts and crafts on the occasions when the best combined educational results are to be achieved.

*One class meeting and four two-hour studio periods per week, both semesters.*

*Four credits.*

31-32—DRAWING AND COMPOSITION. A foundation course leading to specialization in any field of art. This course is designed, primarily, to develop the student's power in graphic expression. Attention is given to plan and procedure in drawing, and to the organization of form in composition. Analysis of technique and modes of representation. A variety of materials is used. Materials with commercial possibilities are particularly stressed.

*Three two-hour studio periods per week, both semesters. Two credits.*

*Or three three-hour studio periods.*

*Three credits.*

33—LETTERING. The objectives are to give to students the ability to design and execute fine lettering, and to increase the student's appreciation of the beauty of letters in form and arrangement. Roman and other fundamental alphabets are studied. Problems in relating lettering to advertising. Outside reading assignments. No text.

*One two-hour studio period per week, first semester. One credit.*

34—PERSPECTIVE. This course deals with the principles of perspective as they apply to landscape drawing and painting, and to imaginary composition and illustration. The law and order which exists in the appearance of receding lines and surfaces in all types of composition is analyzed. Emphasis is upon a variety of problems rather than a variety of mediums so that students will have the opportunity to become thoroughly acquainted with operation of these principles. Outside reading assignments. No text.

*One two-hour studio period per week, second semester. One credit.*

37-38—INTRODUCTION TO THE ARTS. This course is designed for those students wishing some experience in art for their personal cultural development but not desiring to specialize in art. It is suggested for students of Education, Dramatic Arts, Home Economics, and Music. Problems are adapted to the field of interest of each student after general problems in drawing, composition, painting, design, lettering, and modeling are covered.

*Two two-hour studio periods per week, first semester.*

*Two credits each semester*



41-42—DRAWING, COMPOSITION AND PAINTING. Advanced problems synthesizing the drawing techniques and experiences gained in art 31-32 with painting. An extensive study of color as one of the major elements in artistic expression. Students will be grounded in the fundamentals of good painting. A specific purpose of this course will be to develop the student's individual power of expression. Problems from life-study and from imagination. Still-life, landscape, portrait, and figure study will be emphasized. Prerequisite, Art 31-32 or Art 37-38.

*Three two-hour studio periods per week, each semester. Two credits.  
Or three three-hour studio periods. Three credits.*

43—DESIGN. This course deals with the principles of order underlying good design. The ability to apply them in creative problems is developed. An appreciation for the possibilities of good design in its many applications to all fields of art and of life is particularly sought. Designs are created for actual construction and use in specific projects, and in the handicrafts. The harmonious relationship between construction and design is the primary aim in each problem. Practice is given in designing block printed textiles, tied and dyed work, batik, and stenciled pieces. No text. Prerequisite, Art 31-32.

*Two two-hour studio periods per week, first semester. Two credits.*

44—ADVERTISING ART. This course offers to those interested in the commercial field the opportunity to study problems in advertising and merchandising. Emphasis is placed upon the effective and striking presentation of material. The student is trained to apply his art knowledge to business. Practical problems in poster design, magazine and newspaper advertising, lettering, fashion drawings and illustration will be considered in this relationship. The selling value of the best in advertising is singularly emphasized. Prerequisite, Graphic Arts 43.

*Two two-hour studio periods per week, second semester. Two credits.*

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

*Three hours per week, both semesters. Three credits each semester.*



## MUSIC

Instruction in piano, voice, and violin is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects. The degree of difficulty is also approximately equal.

Music instruction is rapidly becoming organized in definite graded steps of progress. Accompanying these grades are academic requirements universally adopted by professional schools. Language and literature, history, psychology, the drama, and related subjects are prerequisites to advanced professional study. The junior college offers exceptional opportunities for the completion of these requirements before intensive application to exclusively professional study of music is undertaken.

Students electing courses in applied music must also pursue courses in the history or theory of music. The amount of such work may not be less than one-third of the amount in applied music. For lower division students Fundamentals of Music 11-12 may be taken to meet the requirement in music theory. Upper division students may elect History of Music 31-32, Appreciation of Music 33-34, Theory of Music 35-36, and Harmony 41-42.

No credit for applied music alone, except in glee club and orchestra, is granted. Final credit for applied music is not approved until the required amount of theoretical work has been completed. If preparation for courses in applied music in the upper division is not sufficient, the elementary courses may be taken with the approval of the instructor, but no credit will be given.

The aim of the department is to train students who are seriously interested in music. Consequently, half or part-time courses are only rarely approved.

The following outline of courses applies to upper division students and represents a normal program of work. Other students should consult the instructor when electing courses in piano.

### COURSE IN MUSIC

JUNIOR YEAR	Credits	SENIOR YEAR	Credits
Applied Music .....	4	Applied Music .....	6
History of Music 31-32 .....	6	Harmony 41-42 .....	6
Glee Club .....	2	History of Art 47-48 .....	6
French or German .....	8	Glee Club .....	2
English 31-32 .....	6	English Literature 41-42 .....	6
Electives .....	4	Electives .....	4
	30		30

For the certificate in piano an additional ten credits in applied music must be included. Courses 41-42 in piano furnish the necessary training. For the certificate in voice an additional eight credits in applied music must be included. Courses 41-42 in voice furnish the necessary training.

These certificates are granted provided the quality of achievement is of such a degree that it merits special recognition. Students should bear in mind that fulfilling the requirements in time and credits only will not mean the automatic bestowal of the certificate. Standards of achievement also are taken into consideration. Students often require an extra year to secure the certificate, thereby including other fields of rich cultural content.

## THEORETICAL MUSIC

11-12—THEORY OF MUSIC. Singing and analysis of simple songs in unison. Study of elementary music theory: tone, staff, clefs, scales, meter, rhythm, keys, intervals, inversion of intervals, transposition, chords, the triad, cadences, form, melody, writing, dynamics. Mastery of musical terms is required. Another phase of this course is elementary ear training involving the recognition by ear of any of the above mentioned fundamentals when played or sung. Practice in sight singing is amply provided. Simple dictation to test knowledge of material studied is required each week. This course is repeated for upper division students.

*Two hours per week, both semesters.*

*Two credits.*

31-32—HISTORY OF MUSIC. A study of the history of music from the dawn of civilization to the present day. Notebooks are kept throughout, containing class notes, pictures, and biographies of most noted musicians. The method of teaching is by class lectures, discussions, outside reading, themes and occasional musical examples. Course is based on Bauer & Peyser's "Music Through the Ages."

*Three hours per week, both semesters. Three credits each semester.*

33-34—THE APPRECIATION OF MUSIC. The purpose of this course is to develop, through analysis and intelligent listening, a better understanding and comprehensive appreciation of the various types, periods, and forms of music. Illustrated with records. No previous musical training is necessary. Lectures, assigned readings, and papers.

*Two hours per week, both semesters. Two credits each semester.*

35-36—THEORY OF MUSIC. A course in the theory of music for beginning college students.

*Two hours per week, both semesters. Two credits each semester.*



## MUSIC

38—PUBLIC SCHOOL MUSIC METHODS. A course for prospective elementary and intermediate teachers in the methods, materials, and problems of teaching Public School music in the classroom. Opportunity for observation and individual projects will be given.

*Two hours per week, second semester.*

*Two credits.*

41-42—HARMONY. A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishments, the figured chorale. May be elected by juniors upon approval of the instructor.

*Three hours per week, both semesters.*

*Three hours credit each semester*

## ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required of violin students. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

*Two hours per week, both semesters.*

*One credit each semester.*

33-34—GLEE CLUB. An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.

*Two hours per week, both semesters.*

*One credit each semester.*

35-36—CHAPEL SINGERS. Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. Credit is not given for one semester.

*One hour per week, both semesters. One-half credit each semester*

## PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work, and representative compositions are chosen throughout the course in order that the emotional and intellec-

tual qualities may be developed in unison with the technical. Public student recitals are given at intervals during the year. Students may enter any course for which they are found qualified. Material of the approximate grades listed will be selected to suit individual needs.

Class instruction offers opportunity for training in ensemble work and rhythmical development.

Courses 31-32 and 33-34 may be taken for two credits each semester upon recommendation of the instructor.

11-12—ELEMENTARY PIANO I. Piano fundamentals; development of hand and finger dexterity; Czerny-Liebling studies; Czerny, Op. 299. Oxford, Piano Class Methods; Hughes, Master Series for the Young. Shorter pieces.

*Two class lessons and five hours practice per week, both semesters.  
Two credits each semester.*

13-14—ELEMENTARY PIANO II. Scales, in thirds, sixths, and tenths, arpeggi, and individual studies. Czerny, Op. 336. Berens School of Velocity, Bd. I; Easy sonatas by Haydn, Mozart; Shorter pieces by Schumann, Chopin, and modern composers.

*One half-hour and one class lesson; five hours practice per week, both semesters.  
Two credits each semester.*

15-16—INTERMEDIATE PIANO I. Plaidy, Op. 304; Czerny, Op. 740; Berens School of Velocity, Bk. II; Two-Part Inventions by Bach; Finger gymnastics; easy sonatas by Mozart and Haydn; shorter pieces by Schumann, Chopin, and modern composers. Pieces for Duo-piano ensemble work.

*One half-hour and one class lesson and five hours practice per week, both semesters.  
Two credits each semester.*

17-18—INTERMEDIATE PIANO II. Czerny, Studies in Velocity, Plaidy, Op. 304; Three-Part Inventions by Bach; easy sonatas by Mozart and Haydn; shorter pieces by Schumann, Brahms, Chopin, Rubinstein, MacDowell and others.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

31-32—ADVANCED PIANO I. Tausig, Daily studies; Mozart and Beethoven Sonatas; Well-Tempered Clavichord Bk. I by Bach; Compositions by Chopin, Schumann, Brahms, Debussy, Liszt, Rachmaninoff, Cyril Scott and others; concertos by Mozart and Mendelssohn.

*Two half-hour lessons and eight hours practice per week, both semesters.  
Three credits each semester.*



33-34—ADVANCED PIANO II. Well-Tempered Clavichord, Bk. I, by Bach; French Suites by Bach; sonatas by Mozart and Beethoven; advanced compositions by Liszt, Chopin, Brahms and others; concertos by Grieg, Beethoven, Rubinstein, Liszt, and others; pieces for Duo-piano ensemble work.

*Two half-hour lessons and ten hours practice per week, both semesters.  
Four credits each semester.*

41-42—CERTIFICATE COURSE IN PIANO. Well-Tempered Clavichord, Bks. I and II, by Bach; English Suites by Bach; sonatas by Beethoven; advanced compositions by Classic, Romantic, and Modern composers; concertos and ensemble work. The successful candidate will be required to present a recital and to pass an examination covering general musical knowledge.

*Two half-hour lessons and fifteen hours practice per week, both semesters.  
Five credits each semester.*

## VIOLIN

In addition to violin, instruction in all string instruments, as double bass, cello, and viola, is offered. The school loans to students a viola for practice, and only such students are encouraged to study this instrument as have at least an intermediate foundation in violin.

11-12—ELEMENTARY VIOLIN I AND II. Particular attention is given to position, the manner of holding the violin and bow, and to good intonation and tone quality. Loureux, Books I to IV; Michell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Auer, Book I; pieces of corresponding grade.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

13-14—INTERMEDIATE VIOLIN I AND II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Auer, Book II; Dancla Airs Variés, Opus 89; selected pieces.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

31-32—ADVANCED VIOLIN I AND II. Flesch scales; Sevcik, Changes of Positions; Mazas, Opus 36, Book I; Kreutzer, The Double Stop etudes; Casorti, The technic of bowing; selected sonatas Mozart, Schubert, Hayden, and concertos; suitable pieces; ensemble work.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

33-34—ADVANCED VIOLIN III AND IV. Kreutzer Studies; Sewitz Double Stops, Part IV; Kreutzer doubled stops; Fiorillo; Rode, caprices; Rovelli; Dancla, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

*Two half-hour lessons and ten hours practice per week, both semesters.  
Four credits each semester.*

## VOICE

Students in voice are given an initial test to determine development and natural ability, i.e., quality of voice, musicianship, rhythm, ability to sing on pitch, ability to read by sight, and similar skills. A satisfactory minimum achievement as a result of such tests will place a student according to ability at a level of difficulty where greatest progress can be made.

Students will be given one private lesson per week, at which repertoire is studied, as well as one class lesson of one hour, in which vocal technique is studied and practiced. Not more than six students are in a class. Class voice eliminates fear of public performance and permits the student to see and hear others at work on their own problems while solving her own.

Lessons in voice must be preceded or accompanied by a theoretical course. Mastery of musical terms, notation, signatures for keys and similar music technic is a necessary condition for receiving private lessons, the time devoted to which will not be used for instruction in musical terms and expressions. Deficiency in this field of knowledge must be removed by thorough study of courses 11 or 35, Theory of Music.

Special attention will be given in each field to those preparing to teach and those who plan to do recital work. Opportunities for experience in clubs, recitals, glee club, and church are open to those desiring such activities.

Students well advanced and desiring to devote practically full time to the study of voice will have the opportunity to take work in addition to the work described in the following courses. Study of the important recitatives and arias from the well known German, French, and Italian operas and oratorios will be undertaken.

11-12—VOICE. Simple songs and exercises to develop breath control and tone production.

21-22—VOICE. Continuation of work of first year, with vocalises from Concone.



31-32—VOICE. A study of correct physical and mental poise; principles of breathing and breath control; proper use of the organs of articulation; vowels and fundamental essentials of tone production. More advanced vocalises from Concone are undertaken and a study is made of Vaccai and simple songs.

*One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.*

41-42—VOICE. An advanced study in technic, involving a study of vocal embellishments such as the appoggiatura, acciaccatura, mordent, turns, trills and development of the great scale. Great stress will be put upon the bel canto style of singing—smoothness, flexibility, and velocity in singing. As advance in ability warrants, literature of the Old Italian Classics, Handel, Mozart, Weckerlin, Brahms, Schubert, Schumann, Debussy, Grieg, and composers of the modern period will be included in the program.

*One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.*



# LANGUAGE, LITERATURE AND SPEECH ARTS

## ENGLISH

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an appreciative understanding of our rich literary heritage, and its relations to the problems of modern life. Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature.

11-12—AMERICAN LITERATURE. A study of American writing from the settlement of the colonies to the present time. The work is done from an outline, and serves as an introduction to the more competent use of the Library. There is much reading outside of class. In addition to the literature, there is continued work in grammar and composition, with emphasis on punctuation, spelling, sentence structure, and précis writing.

*Five hours per week, both semesters. Four credits each semester.*

21-22—SURVEY OF ENGLISH LITERATURE. A survey of English literature from the Anglo-Saxon period to the present day. Frequent brief themes on topics related to the readings. Oral and written reports. A review of the principles of grammar and sentence structure is conducted, with special attention to the weaknesses of the individual student.

*Four hours per week, both semesters. Four credits each semester.*

31-32—COMPOSITION. The purpose of the course is to develop in the student the power and habit of effective writing. In the first semester the study and practice of the simpler forms of exposition lead gradually to analysis of longer expository essays, with opportunity to construct original compositions and to organize an investigative theme. In the second semester attention is given to simple problems of description and narration. Throughout the course the student is introduced to literary models, drawn from contemporary as well as classic literature, which illustrate the principles under discussion and tend to increase literary appreciation. Six book reports. Frequent individual conferences. Required of all juniors.

*Three hours per week, both semesters. Three credits each semester.*

41-42—SURVEY OF LITERATURE. A survey course in literature organized according to types. While emphasis is placed upon English literature, opportunity is also given for the comparative study of world masterpieces, especially in the field of the epic and drama, where need is felt for wider cultural perspective. Elective, open to juniors and seniors.

*Three hours per week, both semesters. Three credits each semester.*



43—THE ENGLISH ROMANTIC MOVEMENT. The beginnings of English romanticism in the eighteenth century will be traced briefly, followed by an intensive study of the poetry of Wordsworth, Coleridge, Shelley and Keats. Elective, open to seniors.

*Three hours per week, first semester.*

*Three credits.*

44—THE VICTORIAN ERA. This course will include a study of the social and ethical ideals of the period from 1832 to the end of the century, as they are reflected in the poetry of Browning, Tennyson, Arnold and the Pre-Raphaelites. Elective, open to seniors.

*Three hours per week, second semester.*

*Three credits.*

45—ADVANCED COMPOSITION. A course in creative prose writing for seniors who have shown special aptitude for original work. Methods of descriptive and narrative writing are studied through analysis of classic and contemporary prose models. Frequent individual conferences.

*Two hours per week, first semester.*

*Two credits.*

46—ADVANCED COMPOSITION. A continuation of course 45, with emphasis on the study and writing of the short story. Individual problems in contemporary literature are assigned for special study. Opportunity is given the student to cultivate her own tastes and interests in creative writing. Open only to those who have taken course 45.

*Two hours per week, second semester.*

*Two credits*

## LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—CICERO. Reading from the *Orations* of Catiline, Pompey, Archias, excerpts from Verres, selected *Letters*. A study is made of republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

*Four hours per week, both semesters. Four credits each semester.*

21-22—VERGIL. Reading of *Aeneid* I-VI. Definite emphasis is placed upon the sympathetic reading of the great epic as well as upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

*Four hours per week, both semesters. Four credits each semester.*

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

*Three hours per week, both semesters. Three credits each semester.*

41-42—HORACE, TACITUS. Horace's *Odes* are the best known and most loved, if not the greatest, poetry Rome produced. Tacitus' *Agricola* returns the student to the regular Latin prose style.

*Three hours per week, both semesters. Three credits each semester.*

## MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in both French and Latin satisfy minimum university entrance requirements in languages.



## FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

*Four hours per week, both semesters. Four credits each semester.*

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation, oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.

*Four hours per week, both semesters. Four credits each semester.*

23-24—OUTLINE OF FRENCH LITERATURE. Outside reading for content. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

*Four hours per week, both semesters. Four credits each semester.*

31-32—ELEMENTARY FRENCH. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.

*Four hours per week, both semesters. Four credits each semester.*

33-34—ADVANCED FRENCH. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*

41-42—FRENCH LITERATURE SURVEY. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*

## GERMAN

31-32—ELEMENTARY GERMAN. A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading of simple prose and poetry. About fifty pages of supplementary reading are required in the second semester. Systematic work in translation for comprehension is emphasized.

*Four hours per week, both semesters. Four credits each semester.*

33-34—ADVANCED GERMAN. A thorough review of grammar; practice in composition based on material previously studied in texts. Aural comprehension and aural practice; vocabulary and the more common idioms. Reading of modern stories and plays. Extensive reading objective, about 500 pages. Prerequisite, German 31-32, or equivalent.

*Three hours per week, both semesters. Three credits each semester.*

## LIBRARY SCIENCE

Junior college students in the Upper Division who are interested in Librarianship as a profession are advised to select courses which will provide them with the necessary breadth of background. Most professional schools now require three or four years in approved liberal arts colleges for entrance. In the general college work which precedes the specialized library course, the student is urged to plan her course so as to acquire a good background in literature, American, English, and foreign; a working knowledge of both French and German; an introduction to the social sciences, economics, sociology, and history; a sufficient acquaintance with the sciences to enable her to read intelligently in those subjects. In special libraries and departmentalized public libraries there is also opportunity for those who have specialized in music, art, and education. Ability to use the typewriter is a great asset.

A limited number of students who are particularly interested, may secure library experience by assisting an hour a day during their senior year.

The specific courses suggested below meet these general requirements. Variations in this program, designed to meet the interests of individual students, can readily be made.



## SUGGESTED COURSE IN LIBRARIANSHIP

## JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 31 .....	3	English 32 .....	3
French 31 or 33 .....	3 or 4	French 32 or 34 .....	3 or 4
History 31 or 33 .....	3	History 32 or 34 .....	3
*Chemistry 31 .....	4	Chemistry 32 .....	4
Elective .....	2	Library Science 32 .....	2
Library Science 31 .....	0		

\* Biology or Mathematics may replace Chemistry.

## SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 .....	3	English 42 .....	3
French 33 or 41 .....	3	French 34 or 42 .....	3
Psychology 41 .....	3	Sociology 42 .....	3
Economics 41 .....	3	Electives .....	6
Elective .....	3		

Suggested Electives: A course in Lettering is of value in the preparation of library posters; Art history or music appreciation would provide a better understanding of the arts; or the second modern language, German, might be started at this time.

31—LIBRARY SCIENCE I. An introductory course for all Junior College students. Aim: to make students self-reliant and capable users of the resources of the library, for both leisure and required reading. The work consists of lectures on the arrangement of books and the function of the library, together with practical problems on the use of the card catalog, encyclopedias and general reference books (including periodical indexes), with some practice in bibliography.

*Two hours per week until proficient.*

*No credit.*

32—LIBRARY SCIENCE II. A library course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods.

*One hour lecture, class problems, and two hours practice work per week.*

*Two credits.*

## SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, freehand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the Junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

## DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Any student, including those registered in the lower division, may apply for admission to the Play Production Laboratory, conducted in connection with the course in Play Production. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given recently are: *Quality Street*, *Lilies of the Field*, and *The Intimate Strangers*.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two three-act plays as well as a vaudeville, which gives opportunity for all students in school who are talented in music, dancing, or characterization to perform. It has a membership of twenty-five chosen by try-outs during the first semester. All students are eligible for the try-outs. The Club also sponsors informal college dances and special lectures. In the fall and spring trips are made to Chicago. Visits to the theatre sometimes include journeys back-stage.



Recently the Dramatic Club has seen Katherine Cornell in *Romeo and Juliet*, and Ina Clair in *End of Summer*.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

### EQUIPMENT

Equipment includes a stage of professional size, dressing rooms, an excellent switchboard, portable spots, floods, strip lights, and permanent borders and foots in three colors, all on dimmers. There is a property room and a workshop where scenery is built and stored. The Dramatic Club owns its costumes. While the emphasis is on acting, the facilities are adequate for many types of production.

### SUGGESTED COURSE IN SPEECH ARTS

#### JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 31 .....	2	Speech 32 .....	2
Speech 33 .....	1	Speech 34 .....	2
Graphic Arts 31 .....	2	Music Appreciation 34 .....	2
Music Appreciation 33 .....	2	English Composition 32 .....	3
English Composition 31 .....	3	*Modern Language .....	2
*Modern Language .....	3	Dancing, see page 38 .....	
Electives .....	2	Electives .....	3
	15		15

#### SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 41 .....	3	Speech 42 .....	3
Speech 43 .....	2	Speech 44 .....	2
Art History 47 .....	3	Art History 48 .....	3
English Literature 41 .....	3	English Literature 42 .....	3
*Modern Language .....	3	*Modern Language .....	3
Electives .....	2	Electives .....	2
	16		16

\* Two years of a modern language, preferably French, are required. If this amount has been taken in high school, other electives may be substituted.

11-12—**SPEECH.** A beginning course in Dramatic Art for students of the lower division and Preparatory School. Voice and Pantomime. Oral Reading. Frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.

31—FUNDAMENTALS OF SPEECH. This is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. Five-minute speeches before the class; assigned reading; individual conferences. A prerequisite for all other courses in Speech, except private instruction.

*Two hours per week, first semester.*

*Two credits.*

32—LITERARY INTERPRETATION. A study of moods, emotion, and ideas as expressed by the poet, novelist or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an instrument of interpretation. Lyric verse, Browning's Dramatic Monologues, Modern American poetry, and the short story offer material for study. Prerequisite, course 31, Fundamentals of Speech.

*Two hours per week, second semester.*

*Two credits.*

33—APPLIED FUNDAMENTALS OF SPEECH. Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily co-ordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors.

*Two hours per week, first semester.*

*One credit.*

34—EXTEMPORANEOUS SPEAKING. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite, course 31, Fundamentals of Speech.

*Two hours per week, second semester.*

*Two credits.*

41-42—PLAY PRODUCTION. A beginning course open only to seniors. In the first semester history of the theater and a survey of the practical problems of scene construction, lighting, costume, make-up and scene design, assigned readings, required notebooks. In the second semester lectures, collateral reading and laboratory exercises in directing and acting. Each student is required to make a production book applying the principles of production to the one-act play. Each student directs a one-act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical training in stage management, lighting, and costume. Prerequisite, Fundamentals of Speech, 31.

*Two lectures and one two-hour laboratory period per week, both semesters.*

*Three credits each semester.*



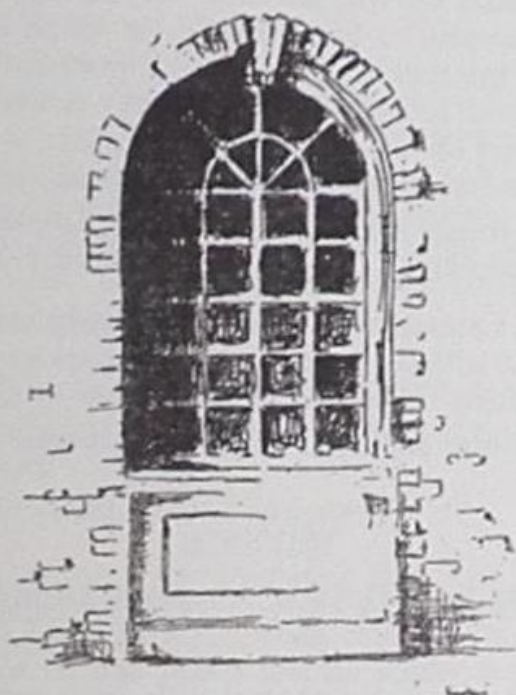
43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS. Private lessons, for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course.

*Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.*

PLAY PRODUCTION LABORATORY: A group limited to twelve students who meet with the Play Production Class for exercises in stage craft the first semester, and in acting and directing the second semester. This group participates in the Christmas and Easter Plays, as well as the student directed one-acts. Any student may apply to the director for membership in this class.

*One evening meeting per week.*

*No credit.*



# PHYSICAL SCIENCE AND MATHEMATICS

## ASTRONOMY

43—DESCRIPTIVE ASTRONOMY. A descriptive and cultural course dealing with the principles of the science of astronomy. Non-mathematical approach. Includes the motion of the earth relative to the stars, the characteristics of the sun, stars, and nebulae, and the structure of the universe. Open to all seniors and to juniors upon approval by the instructor.

*Three hours per week, first semester.*

*Three credits.*

## CHEMISTRY

31-32—GENERAL CHEMISTRY. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in modern environment, and to bring about an appreciation of the contributions of science to the age in which we live, and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in home economics, nursing, medicine or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

*Two class meetings and three two-hour laboratory meetings per week, both semesters.*

*Four credits each semester.*

41—ORGANIC CHEMISTRY. An introductory course which aims to acquaint the student with the fundamental principles of organic chemistry and with its application. Prerequisite, Chemistry 31-32. Open to seniors.

*Two class meetings and three two-hour laboratory periods per week, first semester.*

*Four credits.*

## PHYSICS

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with scientific method. Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

*Three class meetings and two two-hour laboratory periods per week, both semesters.*

*Four credits.*



# MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art, and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—PLANE GEOMETRY. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

*Four hours per week, both semesters. Four credits each semester.*

13-14—SECOND YEAR ALGEBRA. A review of first year algebra, the functional relation, graphs, variation, exponents, roots, radical, quadratic equations, radical equations, systems of quadratic equations, binomial theorem, logarithm, and the trigonometry of a right triangle. Work of the first semester covers required work for one-half credit. The whole year is recommended for College Board candidates.

*Four hours per week, both semesters. Four credits each semester.*

16—MODERN BUSINESS PROCEDURES. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift; methods of investing money; the stock exchange; life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

*Four hours per week, second semester. Four credits.*

18—SOLID GEOMETRY. Lines, planes, and angles in space, a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

*Four hours per week, second semester. Four credits.*

31—TRIGONOMETRY. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

*Three hours per week, first semester. Three credits.*

32—COLLEGE ALGEBRA. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

*Three hours per week, second semester. Three credits.*

# SECRETARIAL STUDIES

Secretarial training is an asset to any student. It may be a most useful entering wedge to a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students receive credit for shorthand and typing. For students who aim at secretarial proficiency courses Stenography 11-12 and Typing 21-22 should be taken at the same time.

Upper division students may register for the courses in typing and shorthand, and they will receive credit for the work. The course is considered a standard one and not an extra, and the requirements as to preparation, examinations, and grades will be rigidly maintained.

Upper division students who have had some training in typing and shorthand may take the advanced course, Typing and Stenography 41-42. This course offers opportunity to develop increasing ability in the use of the typewriter in office practice.

The following courses are suggested for upper division students, affording the cultural background necessary for a private secretary together with some experience in office practice.

## SUGGESTED COURSE FOR UPPER DIVISION

### JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31 .....	3	English Composition 32 .....	3
Foreign Language .....	3	Foreign Language .....	3
Science .....	4	Science .....	4
History 31, 33 .....	3	History 32, 34 .....	3
Typing and Stenography .....	4	Typing and Stenography .....	4

### SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 .....	3	English 42 .....	3
Foreign Language .....	3	Foreign Language .....	3
Psychology 41 .....	3	Education 42 .....	3
Economics 41 .....	3	Sociology 42 .....	3
Advanced Stenography and Typewriting 41 .....	2	Advanced Stenography and Typewriting 42 .....	2



11-12—ELEMENTARY STENOGRAPHY. This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

*Four hours per week, both semesters. Four credits each semester.*

21-22—ELEMENTARY TYPEWRITING. A course designed to instruct and drill the student in the technic of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

*Four class meetings and four one-hour practice periods per week, both semesters. Four credits each semester.*

23-24—ADVANCED STENOGRAPHY AND TYPEWRITING. The object of this course is to increase speed in taking dictation and transcribing short-hand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

*Four hours per week. Four credits each semester.*

31-32—BEGINNING STENOGRAPHY. An elementary course for college students.

*Four hours per week, both semesters. Two credits each semester.*

33-34—BEGINNING TYPEWRITING. An elementary course for college students.

*Four class meetings and four one-hour practice periods per week, both semesters. Two credits each semester.*

41-42—ADVANCED STENOGRAPHY AND TYPEWRITING. Similar to course 23-24 above.

*Four hours per week. Two credits each semester.*



## SOCIAL SCIENCES

The aim of the social sciences is to give the student perspective and to prevent her submergence by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. Other courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

### HISTORY

11-12—MODERN EUROPEAN HISTORY. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period are studied. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

*Four hours per week, both semesters. Four credits each semester.*

21-22—AMERICAN HISTORY AND GOVERNMENT. The purpose of the unified course in American history and government is that of integrating as closely as possible the story of our national history with an account of our political institutions. Two reasons may be given for attempting to do this. In the first place a large portion of the information in both courses is the same. It is believed, therefore, that instead of the time being used for the mere repetition of subject material, it might well be used for a broadening and deepening of the content studied. In the second place such a course makes possible a greater insight and understanding of our political institutions through the presentation of the historical background of our federal and state governmental structure.

In order to realize these objectives a workbook has been compiled by the instructor. This workbook contains an outline of the subject matter and is used as the guide for study and class discussions. Specific references to a text and other references are used to enrich the course. As a check on the student's mastery of the material, the problems and exercises are so designed as to require not only a knowledge of the content but also the ability to understand and to correlate the various facts studied.

*Five hours per week, both semesters. Four credits each semester.*



31-32—MODERN EUROPEAN HISTORY. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

*Three hours per week, both semesters. Three credits each semester.*

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

*Three hours per week, both semesters. Three credits each semester.*

35—HISTORY AND LITERATURE OF THE OLD TESTAMENT. An introduction to the history and literature of the Old Testament, with emphasis on the contribution of the prophets to the developing ideals of the Hebrew people.

*Two hours per week, first semester.*

*Two credits.*

36—HISTORY AND LITERATURE OF THE NEW TESTAMENT. A brief survey of the life and teachings of Jesus and the development of the Christian Church during the first and second centuries.

*Two hours per week, second semester.*

*Two credits.*

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

*Three hours per week, both semesters. Three credits each semester.*

## GEOGRAPHY

22—HUMAN GEOGRAPHY. A survey of the distribution and characteristics of the elements of the natural environment (climate, land forms, soils, surface and ground water, natural vegetation and mineral deposits) with particular reference to the relation of the natural environment to the history and economic life of man.

*Four hours per week, second semester.*

*Four credits.*

## PSYCHOLOGY

41—GENERAL PSYCHOLOGY. A general survey of the facts of mental life with special attention to the problem of learning. A series of ten simple experiments serve to introduce the student to the scientific aspects of the subject.

*Three hours per week, first semester.*

*Three credits.*

## ECONOMICS

41—GENERAL ECONOMICS. A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society. Topics particularly stressed are the development of the present economic order and such characteristics of the present economic order as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

*Three hours per week, first semester.*

*Three credits.*

## SOCIOLOGY

13-14—HOME AND FAMILY PROBLEMS. This course deals with the functions of the home and the types of problems pertaining to home life. The responsibilities of the home maker in respect to the physical, economic, social, educational, and civic aspects of family life are considered.

*Four hours per week, both semesters. Four credits each semester.*

42—INTRODUCTORY SOCIOLOGY. This course is a study of the present social order in contrast to the social order which it is in process of displacing, i.e. the pre-industrial social order. It includes such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

*Three hours per week, second semester.*

*Three credits.*



## EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate, which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision, it is necessary to complete sixty semester hours of work in the upper division, as follows:

Courses	Credits
English .....	6
Mathematics or Natural Science.....	6
History or Social Science.....	6
Introduction to Education 42.....	3
Psychology 41 .....	3
Practice Teaching 43, 44 .....	5
Electives, which may include Free-hand Drawing, Speech, Ear-training, Extemporaneous Speaking, and Introduction to the Arts.....	31
Total.....	60

42—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

*Three hours per week, second semester.*

*Three credits.*

43—PRACTICE IN TEACHING. An introduction to the practical problems of classroom teaching. Organization, routine, schoolroom hygiene, discipline, lesson types, the assignment, methods of teaching, and similar topics will be studied. Frequent observations in schoolroom conditions and procedures are made by means of detailed observation outlines. This course is prerequisite to course 42, Practice Teaching.

*Two hours per week, first semester.*

*Two credits.*

44—PRACTICE IN TEACHING. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Mount Carroll and Savanna Public Schools, prospective teachers enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom program of instruction and this in turn followed by assumption of complete responsibility for the recitation. Quizzes and discussions follow each phase of acquired experience.

*Three hours per week, second semester.*

*Three credits.*

# THE PREPARATORY SCHOOL

## PURPOSE

This division of the School consists of the ninth and tenth high school grades. The aim is to provide the highest type of instruction in these pre-junior college years so as to make adequate preparation for the broader range of studies that are there available. All instructors are of junior college grade, no distinction being made in the provision of instruction for students of either group.

In recognition of the characteristic needs of this group special provision is made in residence hall, class, and social organization to secure the optimal development of each individual. At the same time free association with older students whose qualities of leadership are more completely developed is provided.

## ADMISSION

Students who have completed the eighth grade of the elementary school or two years of the junior high school may be admitted without examination. Evidence of the amount and quality of work done as certified by the principal of the school last attended is a condition of entrance. On account of the rule requiring small classes students who are irregular in their preparation may be admitted providing their irregularity has been caused by conditions which are remediable.

## MARKING SYSTEM

The system of grading students is identical with that used in the junior college. See page 28.

## GENERAL RULES

Rules and regulations of a general nature which are described in the junior college section of the catalogue apply also to Preparatory School students. In addition certain regulations apply only to Preparatory School students.

## EXPENSES

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the School before August 1 and January 1 of the first and second semesters, respectively.

Tuition and living, including board, room, and laundry,	
for the year .....	\$725.00
Tuition for day students .....	200.00



## TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts of whatever nature must be settled in full before the final examinations at the close of each semester, January 29, 1938, and June 6, 1938, for the fall and spring semesters, respectively. Students who enter for the first time at the beginning of the second semester will pay at the rate of four hundred and thirty dollars.

The annual fee of \$725 includes all expenses ordinarily regarded as extra. For a description of what is included see page 31.

## HOUSE STUDENTS

Due on or before September 15, 1937,  
For the first semester .....\$430.00

*The ten dollars registration fee will be credited on this payment.*

Due January 1, 1938, and payable not later than February 1,  
For the second semester .....\$295.00

## DAY STUDENTS

Due on or before September 15, 1937,  
For the first semester .....\$100.00

Due January 1, 1938, and payable not later than February 1,  
For the second semester .....\$100.00

Rooms in the living halls are commonly designed to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.

# COURSE OF STUDY

## Definition of Terms

The unit of measurement is the high school unit. A unit signifies the amount of credit given when a class in a given subject meets five times per week for a year of thirty-six weeks, each class meeting extending over a period of fifty minutes. A student normally studies four subjects and earns four units per year.

## Numbering of Courses

Courses are numbered from 1 to 10. An odd number signifies that the course is taught in the first semester; an even number signifies that it is taught in the second semester.

## ENGLISH

The objective of the Preparatory School English course is to cultivate a love of good literature and to encourage the habit of reading with discrimination. Emphasis is placed also upon a correct foundation in structure, punctuation, sentence form, and paragraphing. Standardized tests in literature, composition, and grammar, are given from time to time.

1-2—FIRST-YEAR ENGLISH. A large number of selections are studied in class, and much reading outside of class is encouraged. The reading of one biography and one book of travel is required each semester. Drill work is given in grammar, punctuation, spelling, and sentence structure. Themes are written at least once a week. Required of all first-year students.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—SECOND-YEAR ENGLISH. A continuation of the First-Year work, including study of selections in class, much reading outside of class, and more advanced work in grammar, punctuation, and sentence structure. Themes are written at least once a week. The study of mythology is made as a preparation for subsequent work in literature. Required of all second-year students.

*Daily, both semesters.*

*One-half unit each semester.*

## LATIN

The preparatory school course is planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form a well-rounded unit in themselves. The aims are: first, to give the student



a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language. This is accomplished through the constant use of grammatical parallels, and emphasis on derivation and the important place of the classics in English literature; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations. Courses 1-2, 3-4 satisfy minimum university entrance requirements in foreign languages.

1-2—ELEMENTARY LATIN. Thorough training on forms. Mastery of simple rules of syntax. Reading of large amount of simple graded materials such as myths, plays, and stories of Roman life to give practice in applying grammatical principles. Writing of easy Latin.

Daily, both semesters.

One-half unit each semester.

3-4—CAESAR. Brief review of elementary forms of syntax. Thorough drill on subjunctives. Intensive reading of more difficult Latin preparatory to Caesar. Selection from Caesar's Gallic Wars. Writing of Latin based on text. Collateral reading and reports.

Daily, both semesters.

One-half unit each semester.

## FRENCH

1-2—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to attempt to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Daily, both semesters.

One-half unit each semester.

## MATHEMATICS

1-2—FIRST-YEAR ALGEBRA. This course includes positive and negative numbers, graphs, fundamental operations, linear equations, products, factoring, fractions, fractional equations, simultaneous equations, quadratic equations, verbal problems, ratio and proportion.

Daily, both semesters.

One-half unit each semester.

3-4—PLANE GEOMETRY. A study of straight line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Daily, both semesters.

One-half unit each semester.

## HISTORY

1—ANCIENT HISTORY. A brief consideration of pre-historic life and a study of Greek and Roman life, with two aims: first, that of understanding what history is; and second, to obtain a knowledge of the contributions of ancient peoples to the peoples of western civilization. Not given in 1937-38.

Daily, first semester.

One-half unit.

2—MEDIEVAL CIVILIZATION. A survey of medieval life to the period of Louis XIV, with studies of such customs, institutions and personalities as will throw light on the development of modern institutions. Not given in 1937-38.

*Daily, second semester.*

*One-half unit.*

3-4—MODERN EUROPEAN HISTORY. An elementary course. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

*Daily, both semesters.*

*One-half unit each semester.*

## SCIENCE

1-2—PHYSIOLOGY AND HYGIENE. The aim of the course is to give a general knowledge of the structure and hygiene of the body. It includes a study of the digestive, circulatory, respiratory, and nervous systems. Four recitation periods and one laboratory period per week. Continues throughout the year.

*Daily, both semesters.*

*One-half unit each semester.*

## HOME ECONOMICS

1—COOKING. Study of the classes of foods and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery. Offered only if sufficient number register.

*Two class periods and three two-hour laboratory periods per week, first semester.*

*One-half unit.*

2—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality. Offered only if sufficient number register.

*Two class periods and three two-hour laboratory periods per week, second semester.*

*One-half unit.*

## PIANO

1-2—ELEMENTARY PIANO I. Foundation work; Gurlitt, Opus 82, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

*Two half-hour lessons and five hours practice per week.*

*One-quarter unit each semester.*



3-4—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Divernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces; technic.

*Two half-hour lessons and five hours practice per week.*

*One-quarter unit each semester.*

## VOICE

1-2—ELEMENTARY VOICE I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios, phrasing and enunciation. Studies are selected from Concone, Sieber and others.

*One class meeting per week.*

*One-quarter unit each semester.*

3-4—ELEMENTARY VOICE II. Further attention is given to tone development and breathing. Vocalises from Vaccai, Panofka, Marchesi. Simple songs are chosen from classical and modern composers.

*One class meeting per week.*

*One-quarter unit each semester.*

## ART

11-12—GRAPHIC ARTS. The purpose of this course is to give the generalized type of art training indispensable during the high school years. Drawing from life, imagination and memory, and sculptural casts is stressed. Color is used intermittently as the need for it arises in illustration and composition. Commercial problems in design and lettering incorporating simple advertising lay-out techniques are given in accordance with group interest and ability. Abstract designs emphasizing harmonious relationships of line, and mass also play an important part in the year's program.

Principles of perspective are employed as they are needed in illustration, landscape sketching, and life drawing. Problems in crafts, costume design and theatrical design are developed to enrich all of the foundation work in drawing and illustration. Illustrated lectures on History of Art from classic to Renaissance times. One period each week. Note books and outside readings required.

*One class meeting and four two-hour studio periods per week, both semesters.*

*Four credits each semester.*

## PHYSICAL EDUCATION

1-2—PHYSICAL EDUCATION. Required of all first-year students.

*Four periods per week, both semesters. One-quarter unit for the year.*

3-4—PHYSICAL EDUCATION. Required of all second-year students.

*Four periods per week, both semesters. One-quarter unit for the year.*



## STUDENT REGULATIONS

*Residence halls*—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house students are furnished on entrance. In general, they provide for such order and behavior as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Preparatory School pupils are free within the boundaries of the campus in recreation hours.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room. All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are 6 x 4 feet; the tops of the chests of drawers, 38 x 19 inches. Students furnish rugs (if desired), bedding including a mattress pad, curtains, towels, six napkins (18 inches square) and napkin ring, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

*Dress*—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing and shoes two standards be observed: suitability and simplicity. Students are expected to come supplied with suits and dresses which meet the requirements for general wear, sports, and social functions. For school wear, one-piece frocks of material suited to the season have been found satisfactory. A simple, but appropriate toilet for dinner is expected. Occasionally a semi-formal or dinner dress is needed; and for formal school functions, evening dress appropriate to the age of the student is essential. A white sports dress is needed at Commencement time and for initiations into organizations. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sports oxfords with low or medium heels are best.

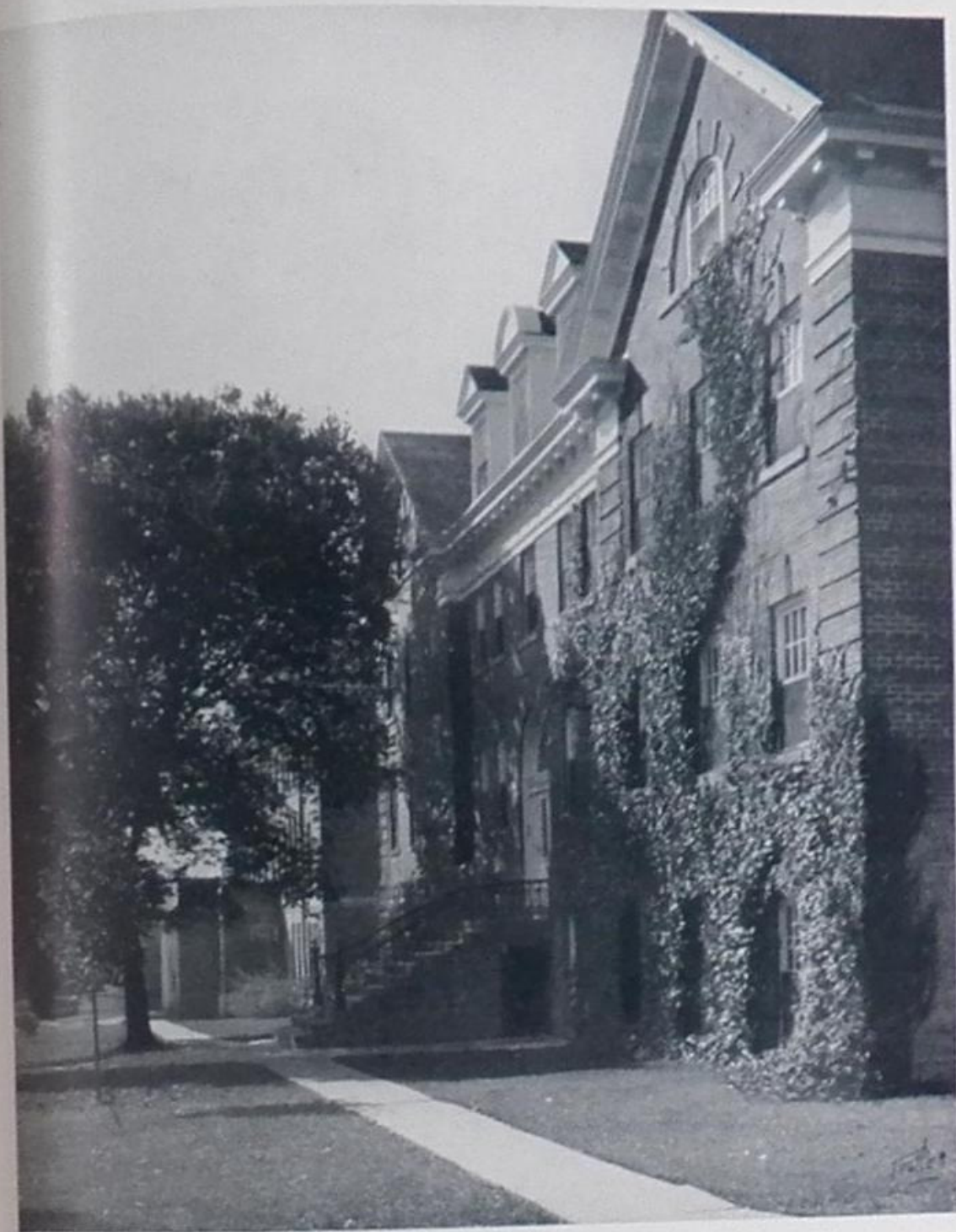


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WEST HALL





**Laundry**—Clothing which is to be sent to the laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's book-store account. The name tapes will be sent directly to the student's home or to the school, as requested. Laundry rates are considerably below commercial charges. A weekly allowance of sixty cents is granted each student. An amount of laundry in excess of this will be charged to the student's book-store account.

**Absences**—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean and in ample time for correspondence. *Frequent absences interfere with the studies and health of the student concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.*

**Guests** — Parents who come to inspect the College, or who bring their daughters, are particularly welcome. A moderate charge is made for meals and lodging. When notified in advance, arrangements will be made for the entertainment of friends of students in the village not to exceed three days at one time. *Students are not excused from any regular school duty on account of guests.*

**Allowances**—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

**Telephones**—The use of the telephone is restricted, in the interest of students. All conversations are limited to parents and confined to recreation hours. Communication by telephone or telegraph is subject to approval by the Dean.

**Express and telegrams**—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

**Permissions**—Special requests for permissions of any kind should come from the parent to the Dean direct, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to requests by pupils, involving suspension of School regulations.

**Secret societies**—All secret societies are forbidden.

# CALENDAR OF EVENTS

1936-37

- Sept. 14 President and Mrs. Culver and Miss Hostetter gave a luncheon for the officers of the Students' Association and the Christian Service League and their faculty sponsors at Sawyer House.  
The President and Mrs. Culver entertained the faculty at a six o'clock dinner in honor of the new faculty members.
- Sept. 16 Parents, students and faculty were guests of the Christian Service League at a tea on opening day.
- Sept. 19 The Service League sponsored a reception for the new students. The guests furnished a program of stunts and music.
- Sept. 20 Miss Hostetter spoke at the first Vesper service on the life of Mrs. Shimer and the early days of the school.
- Sept. 24 The Student Council sponsored a formal dinner in honor of Mr. and Mrs. S. J. Campbell.
- Sept. 26 The Students' Association sponsored group picnics and a stunt party.
- Sept. 27 The Reverend Mr. Douglas Horton, Pastor of the United Church of Hyde Park, spoke at Vespers on Climbing Mountains.
- Oct. 1 The Junior College Seniors sponsored a formal dinner.
- Oct. 3 The Hansel and Gretel Opera Company of Chicago presented the opera Hansel and Gretel in the Campus Theatre.
- Oct. 4 The newly installed officers of the Christian Service League presented their plans for the year to the school.
- Oct. 10 Eight clubs were organized for the year.
- Oct. 11 President Culver spoke at Vespers on the life of Mrs. Henry Parks Wright.
- Oct. 15 The Junior College Freshmen sponsored a formal dinner in honor of Mr. and Mrs. Nathaniel Miles.
- Oct. 17 The Dramatic Club sponsored a program of international songs sung by students dressed in native costumes of the countries represented.
- Oct. 18 Samuel Grathwell lectured on "Your Hoo-doo."
- Oct. 23 Cameron McLean, baritone, gave a delightful recital.
- Oct. 24 Elizabeth Moeller presented an illustrated lecture, "The Artist Sees Differently" as part of the annual fall art exhibit.  
The Junior College Sophomores sponsored a formal dinner in honor of Mr. and Mrs. Moulds.
- Oct. 25 Exhibit of the paintings of a group of northern Illinois Artists in the Dickerson Art Gallery.  
Dr. Culver spoke at Vespers on the Student Christian Movement.
- Oct. 26 The Fall Gymkhana was held at the Colehour Riding Stables.
- Oct. 28 Trip to Chicago by Dramatic Club to see Ina Claire in *End of Summer*.
- Oct. 31 The Junior College Freshmen were hostesses at the Hallowe'en party in the Gymnasium.
- Nov. 1 Adeline Howkinson gave a piano recital.



# CALENDAR OF EVENTS

- Nov. 5 The Dramatic Club sponsored a formal dinner in honor of Mr. and Mrs. A. F. Wingert.
- Nov. 7 The College Team beat the Academy Team at the fall swimming meet.
- Nov. 8 Mrs. Culver talked at Vespers on Peace.
- Nov. 10 Pro Musica Club sponsored a large student attendance at a concert by John Charles Thomas, baritone, in Sterling, Illinois.
- Nov. 14 The Clubs were all busy.
- Nov. 15 Madame Scott gave a recital.
- Nov. 16 The Art Club sponsored a trip to Iowa City to see the Art Exhibit assembled there for the opening of the new Art building.
- Nov. 19 The Junior College Freshmen sponsored a formal dinner.
- Nov. 22 The Reverend Mr. Marshall, Pastor of First Baptist Church, Dixon, spoke at Vespers on Captain Scott's expedition to the South Pole.
- Nov. 25 to Dec. 6 Exhibition of Oriental and European illuminated manuscripts, in Dickerson Art Gallery. Supplementary exhibit of pages of thirty-two noted Bibles of the last eight centuries.
- Nov. 26 Thanksgiving Day brought the usual round of festivities with the play, *The Intimate Strangers*, presented by the Dramatic Club in the evening.
- Nov. 28 The Thanksgiving Prom was sponsored by the Junior Class of the Junior College.
- Nov. 29 Cyrus P. Barnum, Chicago, of the Rotary International, gave an address entitled "Patriotism Is Not Enough."
- Dec. 3 Phi Theta Kappa sponsored a formal dinner in honor of students on the scholastic honor roll.
- Dec. 5 The Boots and Saddles Club attended the International Livestock Show in Chicago.  
Advanced voice and piano students were presented in the fall Conservatory Concert.
- Dec. 6 Leo Schwing, assisted by Frieda Schwing, gave a violin recital.
- Dec. 10 Preparatory School sponsored a formal dinner.
- Dec. 12 Club night again.
- Dec. 13 The Dramatic Club and the Glee Club co-operated in giving *The Gifts of the King*, a Christmas pageant.
- Dec. 16 The Christian Service League sponsored a formal dinner and entertained the school at an old English Christmas party.
- Jan. 9 The Clubs met again.
- Jan. 14 Pro Musica Club sponsored a large student attendance at a concert by Erika Morini, violinist, in Sterling, Illinois.
- Jan. 17 Ruth Hildebrandt Fender read *Gone With the Wind*.
- Jan. 24 The Reverend Mr. Charles H. Heimsath spoke at Vespers.
- Jan. 31 Mary Snyder read *As You Like It* at Vespers.

Following are some of the events scheduled for the second semester:

- Feb. 6 Club night.
- Feb. 11 Student attendance at a concert by Sigrid Onegin, contralto, in Sterling, Illinois.
- Feb. 13 Dramatic Club Vaudeville.
- Feb. 20 Junior College Sophomore Prom.
- Feb. 21 Miss Alice Brimson of Baptist Missionary Training School.
- Feb. 28 Miss Frances Greenough of Board of Education of Northern Baptist Convention.
- Mar. 6 Service League Carnival.
- Mar. 7 Mr. Lane K. Newberry with an illustrated lecture on historical spots in Illinois.
- Mar. 13 Dramatic Club Play.
- Mar. 20 Basketball finals.
- Mar. 21 Easter Concert.
- Mar. 22 Annual A. A. Banquet.
- April 10 Agnes Jones, Northwestern University, in a dance recital.
- April 11 Joint voice and violin recital by Madame Scott and Mr. Schwing.
- April 17 Student Piano Recital.
- April 24 Junior College Seniors' Prom.
- May 1 Swimming Meet.
- May 2 Duo Piano Recital, Miss Howkinson and Miss Cowan.
- May 6 The May Queen's Dinner Party.
- May 8 Preparatory School Party and plays by the Play Production Class.
- May 11 Founder's Day Picnic.
- May 15 Final Club night.
- May 16 Glee Club Concert.
- May 22 May Fete and High School Day.
- May 24 Spring Gymkhana.
- May 30 Speech Recital.
- June 4 Class Banquets.
- June 5 Inauguration of Raymond B. Culver as President of Frances Shimer Class Day and Alumnae Conference.  
Conservatory Recital.
- June 6 President's Reception.  
Commencement Sermon.
- June 7 Eighty-fifth Annual Commencement.



FRANCES SHIMER ALUMNAE ASSOCIATION

*Mount Carroll Branch*

President ..... Ruth Allanson Wattleworth  
 Vice-President ..... Zella Corbett  
 Secretary-Treasurer ..... Thelma Fox Homedew

*Des Moines Branch*

President ..... Margaret Ruhl McBride  
 Secretary ..... Lois Hibbs Beck  
 Treasurer ..... Betty Jean Barnes

*North Shore Branch of Chicago*

President ..... Janet Tippery  
 Vice-President ..... Helen Hurley Harry  
 Secretary ..... Margaret Shoemaker Kirby  
 Treasurer ..... Katherine Wasson Soule

*West Side Branch of Chicago*

President ..... Myrtle Hall Bancroft  
 Secretary ..... Avis Carroll Marcek  
 Treasurer ..... Dorothy Rode Boyson

*Detroit Branch*

President ..... Cara Mae Keller Lambrecht

DICKERSON ART GALLERY

ART COMMISSION MEMBERS, 1936-37

William E. Goodman; Chairman	Kurt Schmidt
Elizabeth Moeller	A. Beth Hostetter
Ileen B. Campbell	Adeline Howkinson
Peg Hunner	Hazel Arnurius

# REGISTER OF STUDENTS

FOR THE YEAR 1936-37

GRADUATES, JUNE, 1936

## Upper Division

Behrens, Cristeen	Sterling, Illinois
Boldenweck, Elizabeth	Winnetka, Illinois
Bowen, Virginia	Savanna, Illinois
Bull, Alice	Birmingham, Michigan
Cavanaugh, Elizabeth	Indianapolis, Indiana
Croghan, Virginia	Savanna, Illinois
Cushman, Katherine	Terre Haute, Indiana
Danashon, Mary	Decatur, Illinois
Fitzgerald, Louise	Hamilton, Montana
Hamilton, Alice	Mount Carroll, Illinois
Hempstead, Jane	Rochester, Minnesota
Hoak, Ruth	Chadwick, Illinois
Hutchins, Nancy	Midlothian, Illinois
Klinker, Anna May	Denison, Iowa
Larson, Frances	Sioux City, Iowa
Lister, Marion	Savanna, Illinois
Marx, Frances	Carthage, Missouri
McNeil, Margaret	Monticello, Iowa
Mershon, Gwendolyn	Keithsburg, Illinois
Mershon, Jeannette	Mount Carroll, Illinois
Mills, Kathryn	Carthage, Missouri
Penticoff, Gladys	Evanston, Illinois
Petty, Suzetta	Mount Carroll, Illinois
Robbe, Isabelle	Mount Carroll, Illinois
Schmidt, Erma	Savanna, Illinois
Swingley, Helen	Mount Carroll, Illinois
Switzer, Veneta	Mount Carroll, Illinois
Ulen, Mary Elizabeth	Chicago, Illinois
Wilson, Ruth	Chicago, Illinois

## Lower Division

Barber, Dorothy	Evanston, Illinois
Birkett, Ellen	Peoria, Illinois
Boldenweck, Nancy	Winnetka, Illinois
Brown, Betsy	Grand Rapids, Michigan
Burg, Bernice	West Frankfort, Illinois
Cobb, Mary Elizabeth	Chicago, Illinois
Condit, Maryanna	Northville, Michigan
Dean, Constance	Minneapolis, Minnesota
Ettinger, Beatrice	Toledo, Ohio
Ford, Mary Martha	Riverside, California
Gullberg, Janet	Moline, Illinois



Hartsock, Mary Kathryn	Detroit, Michigan
Hostetter, Marelene	Mount Carroll, Illinois
Hugle, Jean	Beloit, Wisconsin
Mackemer, Betty	Peoria, Illinois
McGrue, Mary Frances	Brookfield, Illinois
Orvis, Anne	Winnetka, Illinois
Plous, Harriet	Kenosha, Wisconsin
Richards, Virginia	Kenilworth, Illinois
Richmond, Helen	Chicago, Illinois
Rockey, Joan	Evanston, Illinois
Shilton, Virginia	Chicago, Illinois
Shine, Irene	Spencer, Iowa
Smith, Doris	Chicago, Illinois
Sperry Kathleen	Western Springs, Illinois
Sturdevant, Mary Ellen	Logansport, Indiana
Wilson, Charlotte	Owensboro, Kentucky

## JUNIOR COLLEGE, 1936-37

## SENIOR CLASS

Ahlswede, Florence	Chicago, Illinois
Carr, Jane	Royal Oak, Michigan
Ewald, Margaret	Chicago, Illinois
Falck, Lorraine	Chicago, Illinois
Feldman, Isabelle	Rochester, Minnesota
Fox, Helen	Lanark, Illinois
Gibbs, Veneta	Indianola, Illinois
Gurney, Ida Marie	Mendota, Illinois
Hudnutt, Helen	Plainwell, Michigan
Jouvenat, Joyce	Petersburg, Nebraska
Kanne, Jean	Rockford, Illinois
Long, Mary	Savanna, Illinois
Morris, Marian	Logansport, Indiana
Norton, Lucille	Chicago, Illinois
Peters, Ruth	Lanark, Illinois
Phelps, Mary Jane	Valley City, North Dakota
Powers, Ramona	Perry, Iowa
Price, Kathryn	Blue Island, Illinois
Reid, Dorothy	Stockton, Illinois
Runyan, Laura Jane	Savanna, Illinois
Sanders, Marion	Roswell, New Mexico
Schiele, Elizabeth	Galena, Illinois
Sprecher, Betty	Mount Carroll, Illinois
Steger, Florence	Mount Carroll, Illinois
Turner, Mabel	Peoria, Illinois
Weidman, Louise	Savanna, Illinois
Weidman, Louella	Savanna, Illinois



# JUNIOR CLASS

Abling, Betty	Detroit, Michigan
Ainsworth, Marjorie	Mason City, Illinois
Arnurius, Hazel	Chicago, Illinois
Barry, Constance	Evanston, Illinois
Birkett, Ellen	Peoria, Illinois
Blumer, Janet	Monroe, Wisconsin
Bohn, Marvel	Newberry, Michigan
Borge, Betty	Chicago, Illinois
Boyd, Nancy	Freeport, Illinois
Burch, Esther	Jecco, Michigan
Carlton, Jane	Saint Joseph, Michigan
Cobbs, Darrelene	Des Moines, Iowa
Cowan, Dorothy	Ann Arbor, Michigan
Croy, Harriet	Oak Park, Illinois
Culver, Josephine	Mount Carroll, Illinois
Dittman, Dorothy	Henry, Illinois
Ettinger, Beatrice	Toledo, Ohio
Ewald, Betty	Chicago, Illinois
Fox, Frances	Chicago, Illinois
Freeman, Blanche	Milledgeville, Illinois
Frisby, Marion	Chicago, Illinois
Gilmore, Joan	Mason City, Iowa
Gullberg, Janet	Moline, Illinois
Harshman, Rebecca Jane	Dayton, Ohio
Heiss, Mabel	Morrison, Illinois
Hill, Ruth	Detroit, Michigan
Johnson, Betsy	Logansport, Indiana
Jones, Margaret	Mount Carroll, Illinois
Kelley, Mary Ellen	Doster, Michigan
Kellogg, Eloise	Green Bay, Wisconsin
Keyes, Phyllis	Detroit, Michigan
Kivlan, Polly	Evanston, Illinois
Knoess, Hilda	Mount Carroll, Illinois
Knoess, Irene	Mount Carroll, Illinois
Miles, Mary Jean	Mount Carroll, Illinois
Montgomery, Ruth	Oak Park, Illinois
Muller, Alice	Brodhead, Wisconsin
Nicol, Jean	Oberlin, Ohio
Nyquist, Ann	Eldora, Iowa
Orvis, Ann	Winnetka, Illinois
Paugels, Loretta	Evanston, Illinois
Plummer, Jean	FlinFlon, Canada
Portz, Virginia	Urbana, Illinois
Richtsteig, Ruth	Evanston, Illinois



Ritchie, Enid	Sabula, Iowa
Rockey, Joan	Mount Carroll, Illinois
Rosholt, Ruth Helen	Eau Claire, Wisconsin
Sommer, Frances	Omaha, Nebraska
Sorenson, Martha	Mount Carroll, Illinois
Spencer, Susan	Williams Bay, Wisconsin
Thoreson, Maxine	Evanston, Illinois
Vanderheyden, Ardath	Stockton, Illinois
Varner, Carol	Cedar Rapids, Iowa
Wachtel, Mary Elizabeth	Mount Carroll, Illinois
Williams, Elinor	Albion, Nebraska
Witteborg, Mary Jay	Chicago, Illinois
Zier, Alice	Lanark, Illinois

# SOPHOMORE CLASS

Bradley, Muriel	Evanston, Illinois
Childs, Mary	Chicago, Illinois
Christensen, Arlene	Chicago, Illinois
Cote, Barbara	Omaha, Nebraska
Erringer, Priscilla (Special)	Minneapolis, Minnesota
Fagan, Alice	Oak Park, Illinois
Fleer, May	Minneapolis, Minnesota
Greene, Betty	Gary, Indiana
Haeger, Marcy	Dundee, Illinois
Hamilton, Janet	Decatur, Illinois
Haskett, Alice	Warner, New Hampshire
Hunner, Peggy	Minneapolis, Minnesota
Hunter, Beverly	Rockford, Illinois
Johnson, Elaine	Park Ridge, Illinois
Jonas, Rosalyn	Knox, Indiana
Kaylor, Margaret	Barrington, Illinois
Lewis, Mary	Rockford, Illinois
Miller, Dorothy	Chicago, Illinois
Mints, Margery	Wilmette, Illinois
Myers, Edwina	Muncie, Indiana
Myrick, Dorothy	Whiting, Indiana
Peery, Virginia Lee	Decatur, Illinois
Pfeifer, Margo	Grosse Pointe, Michigan
Sanders, Golda	Des Moines, Iowa
Schirmer, Jane	Hibbing, Minnesota
Sedwick, Marian	Evanston, Illinois
Sewell, Betty	Detroit, Michigan
Shapland, Ferne	Waterloo, Iowa
Waffle, June	Cassopolis, Michigan

# FRESHMAN CLASS

Anderson, Lucille .....	Chicago, Illinois
Ettinger, Miriam .....	Toledo, Ohio
Gavin, Jean .....	Kohler, Wisconsin
Glasner, Ann Elizabeth .....	Chicago, Illinois
Goodman, Barbara .....	Minneapolis, Minnesota
Hale, Mary .....	Evanston, Illinois
Harwick, Mary Ann .....	Rochester, Minnesota
Levy, Adelaide (Special) .....	Jackson, Michigan
McCollum, Bonnie .....	Hoopeston, Illinois
McNab, Isabel .....	Plano, Illinois
Meister, Tamar .....	Cedar Rapids, Iowa
Middleton, Ann .....	Gibson City, Illinois
Parizek, Josephine .....	La Grange, Illinois
Prehler, Lenore .....	Oak Park, Illinois
Sanks, Martha .....	Decatur, Illinois
Simmons, Marjorie .....	Davenport, Iowa
Williams, Virginia .....	Muncie, Indiana



## PREPARATORY SCHOOL

## SECOND YEAR

Bruns, Shirley .....	River Forest, Illinois
Bullis, Mary Ileen .....	Los Angeles, California
Cohen, Mary Elaine .....	Chicago, Illinois
Dungan, Peggy .....	Hastings, Nebraska
Gibbs, Marjorie .....	Dowagiac, Michigan
Hansen, Gladys Jane .....	Birmingham, Alabama
Howard, Jayne .....	Traverse City, Michigan
Hastings, Suzanne .....	Evanston, Illinois
Ianelli, Bebe .....	Park Ridge, Illinois
McCarthy, Marian .....	Chicago, Illinois
Zuetell, Virginia .....	Oak Park, Illinois

## FIRST YEAR

Baker, Patricia .....	Chicago, Illinois
Bro, Alice .....	Chicago, Illinois
Bryson, Kathryn .....	Omaha, Nebraska
McCollum, Norma .....	Hoopeston, Illinois
Miller, Bonnie .....	Chicago, Illinois
Rodecker, Maxine .....	Detroit, Michigan
Salisbury, Ada Marie .....	Rockford, Illinois
Skoglund, Lorraine .....	Chicago, Illinois

## SPECIAL STUDENTS

Hower, Beth .....	Lanark, Illinois
Hower, Wanda .....	Lanark, Illinois
Icke, Mrs. E. L. ....	Mount Carroll, Illinois
Leatherman, Eleanor .....	Lanark, Illinois
Leigh, Fred .....	Mount Carroll, Illinois
McLaughlin, Mrs. C. C. ....	Mount Carroll, Illinois
Metz, Dorothy .....	Mount Carroll, Illinois
Muller, Bernice .....	Mount Carroll, Illinois
Rawlins, Herbert .....	Savanna, Illinois
Rhodes, Bill .....	Mount Carroll, Illinois
Rose, Marjorie .....	Mount Carroll, Illinois

# SUMMARY OF ATTENDANCE

FIRST SEMESTER, 1936-37

## JUNIOR COLLEGE—

### Upper Division

Seniors .....	27
Juniors .....	57

### Lower Division

Sophomores .....	29
Freshmen .....	17

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Total in Junior College .....130

## PREPARATORY SCHOOL—

Second Year .....	11
First Year .....	8

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Total in Preparatory School ..... 19

Special Students ..... 11

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GRAND TOTAL .....160

## GEOGRAPHICAL DISTRIBUTION

Illinois .....	97
Michigan .....	17
Iowa .....	10
Indiana .....	7
Minnesota .....	7
Nebraska .....	6
Wisconsin .....	6
Ohio .....	4
Canada .....	1
California .....	1
Alabama .....	1
New Hampshire .....	1
North Dakota .....	1
New Mexico .....	1

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## ENDOWMENTS

Frances Shimer Junior College is in particular need of extending its endowment resources, and appeals to friends to be mindful of the varied services which have been rendered to the cause of education for young women and the meager financial endowment by means of which this has been done.

There is pressing need, also, for gifts and bequests for scholarships that will aid worthy young women to secure an education. Friends of Frances Shimer Junior Colleges are urged to remember the great value which a relatively small amount of money when invested has for such purposes.

The accounts are audited by Scovell, Wellington and Company, chartered public accountants, of New York, San Francisco, Philadelphia, and Chicago.

### FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$\_\_\_\_\_ to be invested for the permanent endowment of the Academy.

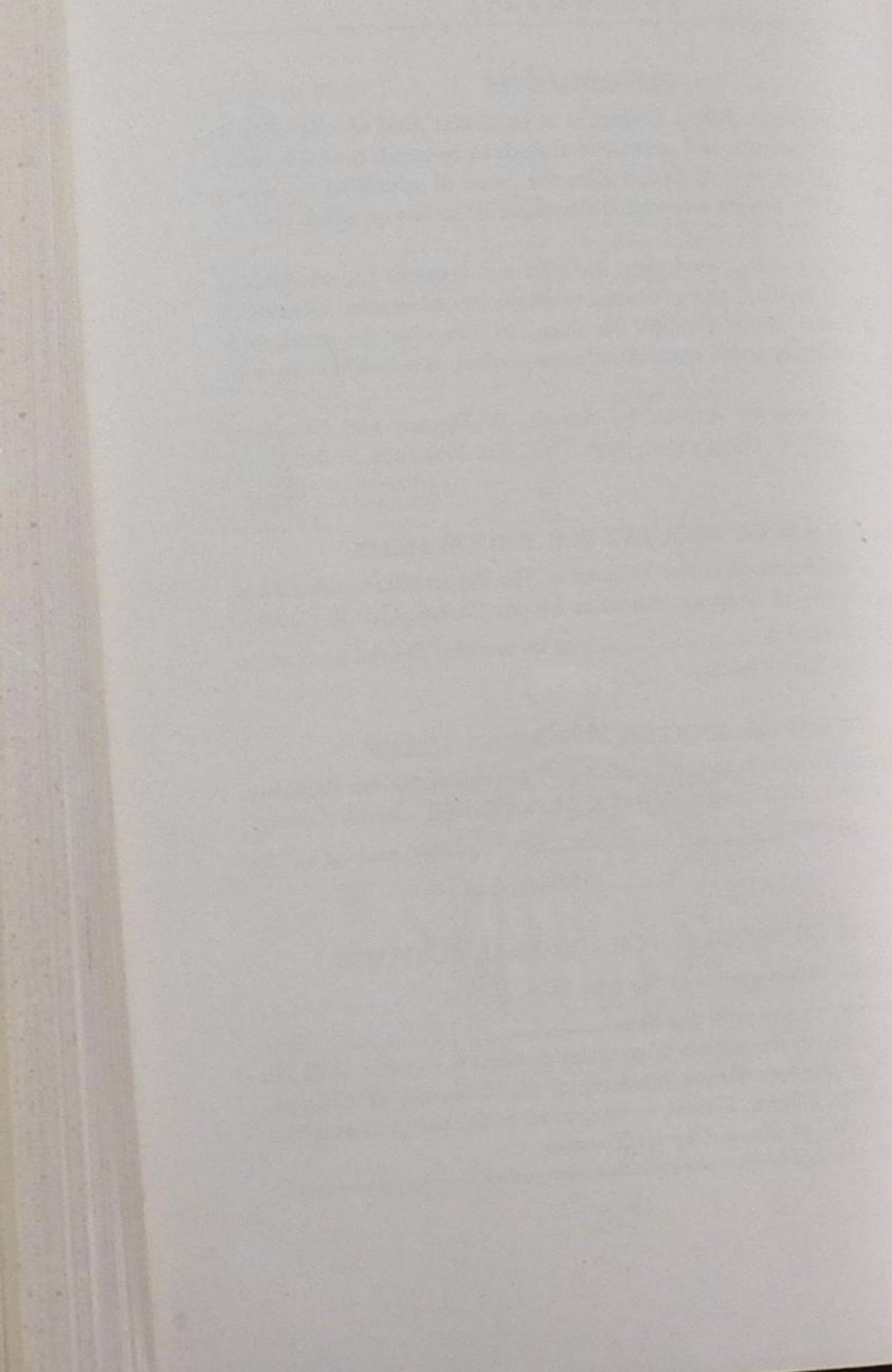
### FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$\_\_\_\_\_ to be invested and called the \_\_\_\_\_ Scholarship.

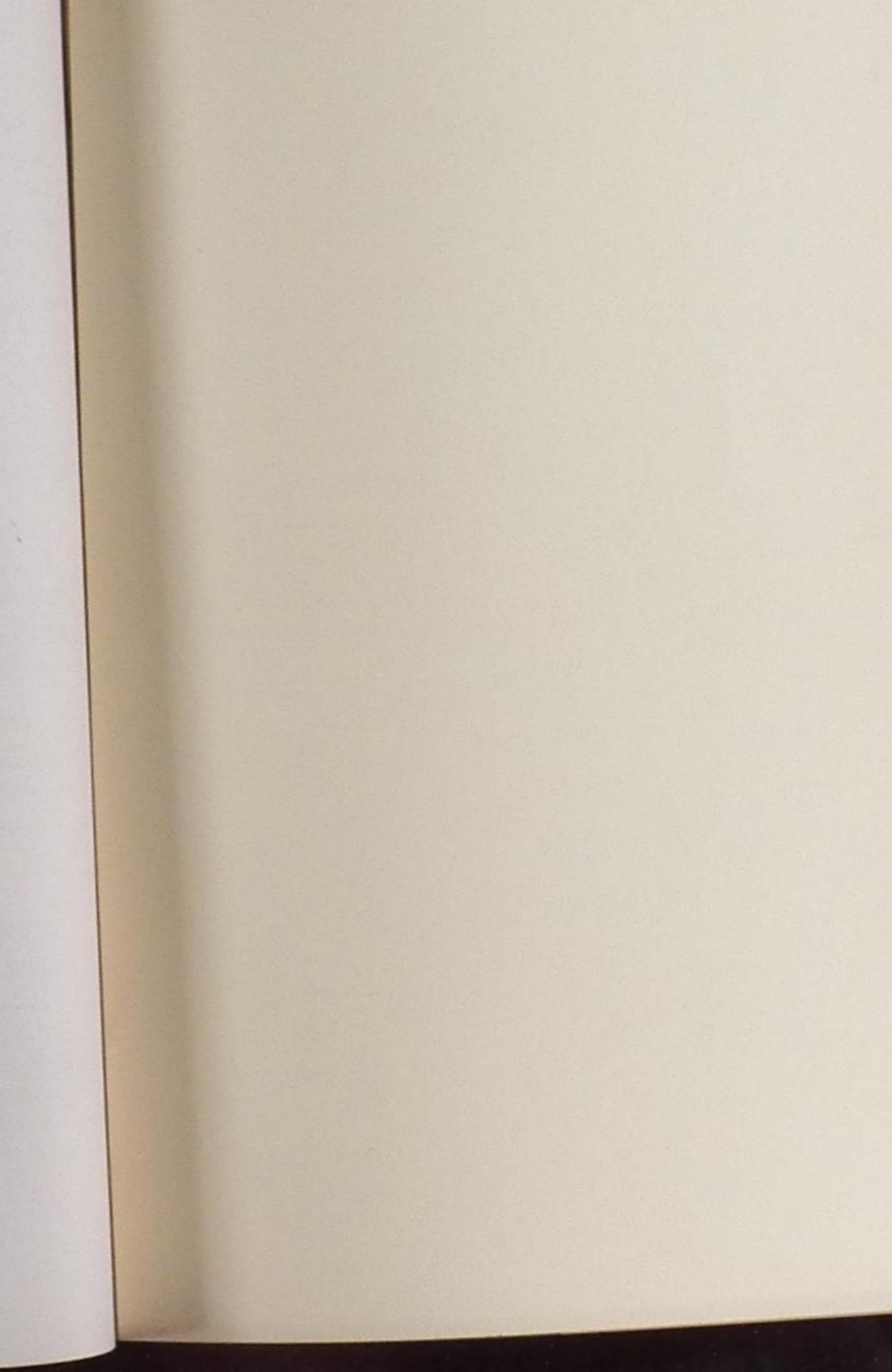
### FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of \_\_\_\_\_ dollars, in trust, to pay over the same \_\_\_\_\_ days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)







**FRANCES SHIMER JUNIOR COLLEGE**  
**MOUNT CARROLL, ILLINOIS**